DOCUMENT RESUME

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IDENTIFIERS	Florida (Pinellas County); Public Law 93 380

ABSTRACT

This career education project achieved four goals; to (1) identify roles and functions for persons responsible for local school programs; (2) determine personnel performance competencies; (3) develop methods to bring personnel to operational confidence levels; and (4) establish a career education personnel training center. The center, which served as the primary means by which all the goals were accomplished, initiated a program involving twenty-four unemployed teachers as interns in an inservice career education training program. The program provided interns with orientation, preparation in the teacher's subject area/grade level, and supervised experiences in a career education pilot school. The intern's competency criteria evolved through several processes. Career education positions and their roles in instructional services, curriculum development, staff development, and program evaluation were analyzed. On the basis of a literature review and field survey, over 500 competencies were identified, out of which twenty-five intern competencies were finally selected. The competencies formed the basis for inservice/preservice modules. In another aspect of the program, interns tested elementary/secondary students to determine the effects of a career education program; they found the group receiving career education edged out the control group on most levels. Another intern study determined the degree of career education implementation (45-50%) in Pinellas County. (Appendixes contain module materials and evaluation instruments and forms.) (CSS)

Rec'd 11/1/77

ED160799

FINAL REPORT

Project No. 554AH50653
Grant No. G-007503403

Career Education Personnel Training Center
Pinellas County Public Schools

A Grant Under Career Education Program
(E.F.D.A. #13-554)

The project reported herein was performed pursuant to a grant with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Ralph D. Turlington, Commissioner
State of Florida Department of Education
Tallahassee, Florida

June 30, 1976

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Report Period: January 17, 1976 - June 30, 1976

Category of Project: Incremental

Project Director: Ralph D. Turlington,
Commissioner

Grantee: State of Florida
Department of Education
Tallahassee, Florida 32304
904 - 488-1234

CE 017 735

FIGURE 1: CAREER EDUCATION PROGRAM PARTICIPANT SUMMARY

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202
CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1107

NUMBER OF PARTICIPANTS (See NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN, OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDI-CAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)			80	370		450	NA	NA	NA	203	247
MIDDLE/JUNIOR HIGH (7-9)			31	260		291	NA	NA	NA	135	156
SENIOR HIGH (10-12)*			18	150		168				78	90
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)											
SUB-TOTAL						909					
EDUCATIONAL PERSONNEL											
TEACHERS				23		23				2	22
COUNSELORS				1		1				0	1
ADMINISTRATORS				0		0				0	0
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY				NA							
PARENTS				NA							
OTHER (specify) Evaluator				NA							
TOTAL				24		933					

OE FORM 467, 2/76

FLORIDA DEPARTMENT OF EDUCATION

FA-1 Revised
6/75

#910

SPECIAL PROGRAM FUNDS

FINAL

BUDGET RECAPITULATION and/or PROJECT EXPENDITURE REPORT

GENERAL

Special Program Name Career Education Program No. 1645

Agency Name School Board of Pinellas County, Florida Agency No. 520 Project No. 5-8001

Effective Approval Date 7/14/75 Termination Date 6/30/76

Total Project $ 181,115.00 Reimbrmt. ____ % Fed. Funds Allocated $ 181,115.00

PART A

I hereby certify that I have reviewed the Project Budget Recapitulation shown on the reverse side and that the items shown thereon are properly classified according to this District's/Agency's current chart of accounts.

I further certify that all the expenditures included in this report were obligated for subsequent to project approval date and prior to the termination date.

I further certify that all expenditures have been made in accordance with applicable laws and regulations and were included on the approval indicated above; that no prior report has been made for any item reported as current expenditures and that all inventory items included hereon have been properly entered on the inventory records as required by Florida Statutes.

I further certify that none of the expenditures reported herein will be used for matching funds on this or any other special project.

I further certify that all records necessary to substantiate this report are on file and available for review as necessary by State and Federal Monitoring Staff.

Certified Correct ____________ Date 10-12-76
Finance Officer or Authorized Representative

RECEIVED
OCT [illegible] 1976
FINANCE [illegible]

INSTRUCTIONS FOR COMPLETING FORM

I. General
   Complete as indicated.

II. Part A
   Sign Certification by authorized representative. Submit two (2) copies monthly to Florida Department of Education.

III. Part B
   Project Budget Recap and Expenditure Report
   Columns 1 - 6: Use latest approved copy of Project Budget as amended to complete.
   Column 7: Complete by using currently posted end of month records.
   Column 8: Complete by subtracting column 7 from column 6.
   Column 9: Complete to report all current expenditure reporting.

IV. Complete totals on Part B as indicated. This must represent complete status of project.

1 OF

PROGRAM NO. 1645
PROJECT NO. 5-8

PART B
PROJECT BUDGET RECAPITULATION and/or PROJECT EXPENDITURE REPORT

t on	2 Account or Object Number	3 Name of Account	4 Optional by Program	5	6 Budget Amount	7* Total Expend. To Date As of 9/30/76	8 Unexpended Balance	9** Current Expenditure Reported
	1100	Professional Salaries, Hourly			5.391.00	2.826.00	2.565.00	
	1200	Professional Salaries, Reg.			33.848.00	31.996.93	1.851.07	
	1450	Workshop Stipends			12,000.00	14.680.00	(2.680.00)	
	1600	Supporting Services			53.620.00	45.906.52	7,713.48	
	2100	Retirement			9.437.00	9.331.27	105.73	
	2200	Social Security			6.134.00	5.906.71	227.29	
	2300	Insurance			3.618.00	3.490.75	127.25	
	3100	Professional Services			4.000.00	2.625.00	1.375.00	
	3300	Travel			11.500.00	12.189.29	(689.29)	
	3600	Rentals			3.557.00	2.432.31	1.124.69	
	3700	Communications - Postage			800.00	767.07	32.93	
	3900	O P S			3.500.00	3.359.90	140.10	936.00
	5100	Supplies			14.000.00	13.366.47	633.53	744.94
	6200	A.V. Materials			4.100.00	4.888.82	(788.82)	195.41

ND INCLUDE CURRENT
EXPENDITURES.
CE BETWEEN
TOTAL
ON LAST PREVIOUS

TOTALS (Complete on last Page only) ______ ______ ______ ______ ______ ______

REIMBURSEMENT PERCENT ______% ______% ______% ______

TOTAL FEDERAL FUNDS ______ ______ ______ ______

DATE:

. .J. 12

OF

PROGRAM NO. 1645
PROJECT NO. 5-8

PART B
PROJECT BUDGET RECAPITULATION and/or PROJECT EXPENDITURE REPORT

2 Account or Object Number	3 Name of Account	4 Optional by Program	5	6 Budget Amount	7* Total Expend. To Date As of 9/30/76	8 Unexpended Balance	9** Current Expenditure Reported
6400	Equipment			6,975.00	6.857.54	117.46	
7530	Substitute Teachers			1.200.00	742.50	457.50	
7900	Misc. Expense			7,435.00	5.541.09	1,893.91	
1700	Supporting Services				14,135.83	(14.135.83)	
3500	Maint. & Repairs				38.00	(38.00)	

TOTALS (Complete on last Page only)			181,115.00	181,082.00	33.00	1,876.35
REIMBURSEMENT PERCENT			100 %	100 %	100 %	100 %
TOTAL FEDERAL FUNDS			181,115.00	181,082.00	33.00	1,876.35

INCLUDE CURRENT
EXPENDITURES.
BETWEEN
AS "TOTAL

DATE:

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INTRODUCTION

Although career educators all over the country have called for dramatic changes in education, what they more accurately mean is a change in the attitudes and behaviors of those persons who are responsible for the design, management, and conduct of educational programs. This distinction is not a semantic imprecision but is a conceptual diversion which has attenuated the efforts of advocates of career education by leading them away from coming to grips with the basic ingredient of change -- the professional staff. It is, of course, more comfortable to focus on models and concepts, where agreement is high and controversy low, but as every successful career education project director knows, the key to change is the redirection and retraining of people now in (or soon to be entering) the schools. One does not change education by developing curriculum materials or conceptual models -- unless one also has a sound strategy for retraining and reorienting the personnel responsible for establishing the conditions and experiences of learners. This project addressed itself, primarily, to demonstrating and elaborating upon already established and field-tested approaches to inservice and preservice education for teachers and other educational personnel involved in career education.

The project functions and activities were directed toward four central purposes to (1) identify from the exemplary projects here in Florida, and to a limited degree elsewhere, roles and functions of the varous persons who are directly or indirectly instrumental in the redirection of an educational program at the local school level, (2) develop and compile lists of competencies necessary for the successful performance of each category of personnel, (3) assemble a repertoire of validated techniques and strategies which can be utilized to demonstrate methods whereby various categories of personnel (elementary counselors, building principals, curriculum assistants, teachers, advisory committees, board members, business leaders, county office staff, etc.) can be brought to the operational levels of competence and understanding, and (4) establish a center whose mission was to demonstrate and diffuse the techniques and procedures for training and retraining career education personnel.

SUMMARY

In an effort to assure accomplishment of these purposes the Pinellas County Career Education Project Staff established a Training Center in June, 1975. A two-week workshop was held for the purpose of preparing personnel to work in the Center, and to plan strategies and implementation procedures for the Center. The Center staff was selected in July, and the Center became operational with fifteen interns (fully certificated, but unemployed teachers) in early September. A total of 24 interns were involved in the project between September 1, 1975 and June 30, 1976. They served in 40 schools under 46 experienced career education teachers and were responsible for planning, implementing and evaluating over 250 appropriate career education activities. 79% of the interns (19) were hired as full-time employees of the Pinellas County School System in August, 1976 - this compared with 21% (5) of the control group.

During the year over 500 competencies needed to teach career education were identified by surveying the field and reviewing the literature from 1968 through 1975. Duplications were eliminated, and a total of 250 competencies were submitted to a jury of career education experts for further study. In the final analysis the number of competencies was reduced to 25. Twelve inservice/preservice training modules, based on the competencies identified, were developed, revised and field-tested.

MAJOR ACCOMPLISHMENTS:

The Pinellas County Career Education Personnel Training Center was operational from August, 1975 through June 30, 1976. A total of 24 fully certified, unemployed teachers were selected for intensive inservice in career education. The training program was designed to provide 220 hours of orientation and preparation in the teacher's individual subject area or grade level and 320 hours of supervised experiences in a career education pilot school. At the end of the first semester, each intern was evaluated and a specific prescription written to assist in strengthening the weaknesses found, to build on strengths and to provide for special interests. Plans were made for the interns to operate according to individual prescriptions for the first six weeks of the second semester, and then spend the balance of the school year in getting a program started. (They were, of course, assisted by the regular career education staff and the Supervisor of the Center.) The "graduate" interns provided inservice for the school staff, designed, implemented and evaluated career education activities in the participating schools.

The first premise implicit in the Center was that the efforts and commitment of a number of individuals in the school system had to converge to create a successful program. The training program developed, therefore, did not focus exclusively upon teachers or counselors, but upon all components of the educational community whose support was necessary for the Center to be successful.

The second premise was that the nature of the competence, attitude, or understanding to be developed and demonstrated was the main determiner of the location for the Center designed activity or experience. Just as successful career education programs are not confined to the classroom, but depend upon reaching out to the world beyond the school; training center participants were not trained exclusively in the center and school settings. The training procedures, as developed involved four components which brought together four different perspectives and inputs; the operating school system (of which the center is a part), teacher training institutions, parents, and the business community. Each component had its unique strengths and its corresponding limitations, and the center training program utilized those strengths - and hopefully, avoided or improved upon the weaknesses.

Working as a catalyst, the Pinellas County Career Education Personnel Training Center Staff organized a training plan involving each of several types of personnel -- elementary teachers, middle school teachers, senior high school teachers, counselors, occupational specialists, curriculum assistants, school-based administrators, district-level supervisors and administrators, parents, businessmen, and university personnel. (See STEP 1. Figure 1). For each of the several categories of personnel, a needs assessment was conducted to identify the functional competencies, attitudes and understandings necessary for that particular personnel category. (STEP 2). Previous needs assessments revealed for example, that simple awareness was sufficient for some participants, for other categories of personnel, the needs assessments indicated that training should also include planning, management, leadership, and program delivery skills (STEP 3).

The center staff expanded the original 135 general competencies to more than 500. Additional competencies were identified through the needs assessment, lists obtained from teacher training situations, other projects, and from an extensive review of the literature (ERIC, RIE, DATRIX AND CICE). This list of competencies was evaluated and edited by a jury of experts which included representatives from all levels of education and all areas of teaching, supervision, administration, parents, business people, interns, and university personnel. Subsequent module development and intern evaluation was, for the most part, based on the validated competencies.

With a general feel for the competencies needed, the center staff individually assessed the entering skills, understandings, and attitudes of the interns and developed individual competency profiles (STEP 4). These profiles were used to design the individualized training plans (STEP 5).

A number of modules were already available, having been developed by the Pinellas County Career Education staff in previous years. These were revised and utilized to meet specific requirements of the training plans (STEP 6). In other cases, as the demand for additional modules was established, they were either developed and validated or, if available, purchased. Regular assessment of the progress of each intern was made (STEP 7), both in simulation situations and in actual classroom (or other appropriate) settings (STEP 8).

Once trainees completed immediate training needs, they were placed in classrooms under a "career oriented" teacher at the appropriate grade level or subject area. The center staff maintained weekly contact with the interns and kept them advised of current developments in career education (STEP 9). See Figure 1 on the following page.

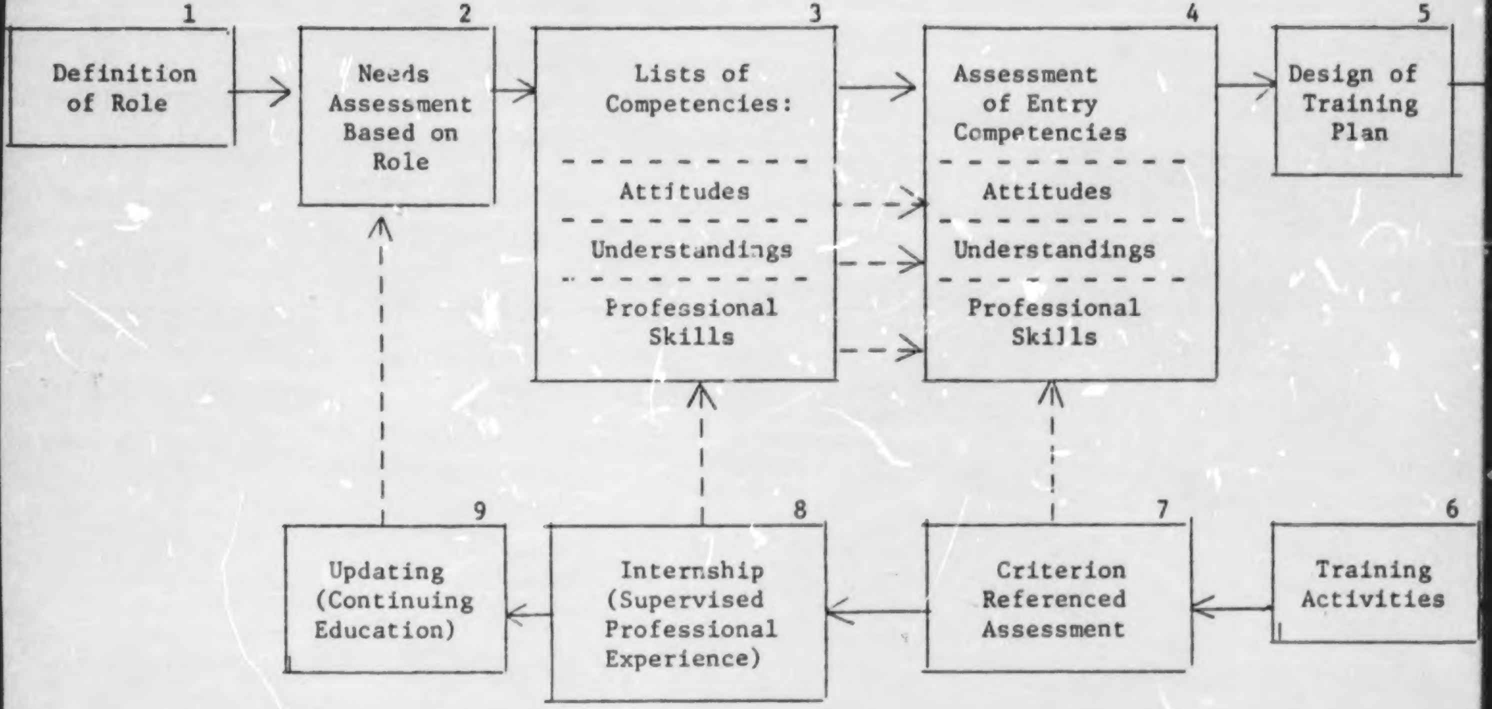
Six of the previously unemployed teachers, serving as inservice interns, were already employed fulltime by the Pinellas County Schools by January 30. One was hired as a replacement in an elementary career education pilot school where she was serving as an intern, and the other five went to schools that had no career education previously - they served as catalysts for the development of career education in those schools, and were assisted in their efforts by the center staff. Interns employed as fulltime teachers in the district, during the year, were kept on the roles at the center and permitted to participate in center activities as their time and interest permitted. Graduate interns were utilized as instructors for the District-Wide Career Education Summers' Workshops in June, 1976. By September 15, 1976, 79% of the interns (19) had been hired as fulltime employees of the Pinellas County Schools.

As interns were lost to fulltime employment, replacements were selected, and the process started over again. The highly individualized nature of the training plan, permitted this to happen with little disruption to the program. Each intern rapidly absorbed both the cognitive and enabling competencies, and many emerged ahead of their supervising teachers in the area of career education. Interest and motivation were both very high and there was always a "surge of encouragement" when one of their fellow interns was selected for a fulltime position.

In order to acquaint the interns with the various aspects of career education, many experiences were planned as a part of the year-long center instructional program. Not every intern was expected to take part in all of the experiences - nor is the list of topics all inclusive - it is included as a representative sample. Since each intern's program, resulting from the entering profile, was highly individualized to assure maximum utilization of both time and effort, new experiences were constantly added. Most of the topics listed can be pursued through either group or individual activity.

FIGURE 1

CAREER EDUCATION
TRAINING-RETRAINING PLAN



NOTE: THE ABOVE PLAN WOULD SERVE THE TRAINING REQUIREMENTS OF BOTH PRESERVICE AND INSERVICE PERSONN

Colleges of Education in the Florida University System place fall quarter student teachers during April and May. Therefore, the project was unable to have student teachers placed in career education pilot schools under career oriented teachers during the first semester. However, subject area supervisors in the District, responsible for placing student teachers assisted the Pinellas County Career Education Personnel Training Center staff in locating student teachers, placed by chance, in career education pilot schools. Those located in Pinellas County's three career education demonstration schools (Campbell Park Elementary School, Azalea Middle School, and Dunedin Senior High School) received considerable assistance in the area of career education from the center staff, but the effort, because of timing, lacked both the organization and subsequent benefits which had been anticipated.

Winter quarter interns were placed in October and the Training Center staff was able to identify 15 participants. Three preservice interns were assigned to each of 5 Career Education Supervisors for individualized instruction in addition to their regular methods classes. They were exposed to many of the same experiences as the graduate interns, but not in as much depth. They spent less time in the center, and did not have the advantage of building on a background of previous teaching experience.

Due to financial pressures on the Universities, we were unable to get off-campus graduate-credit for the interns. While we considered this a handicap, it was not a deterrent. Interns understood the problem, and all were willing to go on with the program without the credit (some indicating that they would not have been able to pay for the credit if it had been available), and the project did not have funds to support this function. Because of these limitations, the competencies for preservice interns were limited to the following:

1. Apply the career education matrix to their grade level or discipline.

2. Write performance objectives for career education and develop career education activities.

3. Identify, secure, and utilize school and community career education resources and materials in the classroom.

4. Individualize instruction as it relates to career education implementation.

5. Organize, conduct, and utilize field study.

6. Manage the classroom and related career education activities.

7. Develop and use "hands-on" demonstrations in the classroom.

8. Communicate understandings of the world of work, nature of work, people's work needs, and employer expectations.

9. Develop positive attitudes toward work.

10. Work with advisory committees.

The center sponsored three workshops for out-of-district personnel during the second semester. Invitations were mailed to approximately 500 persons. Due to the paucity of travel funds available, in general, the response was less than anticipated. Workshop registration was limited to 20 for each workshop scheduled and a total of 42 individuals participated. Twenty-four were from out-of-state, and the balance from other districts in Florida. Other states sending representatives included New York, Pennsylvania, Georgia, Alabama, South Carolina, New Mexico, Indiana, California, Illinois, Colorado, Michigan, and Wyoming. Fifty-four of Florida's 67 school districts sent representatives to visit (over 80%).

Post-school workshops were held during the last two weeks in June. All interns both preservice and inservice were invited to participate. Twelve of the 24 graduate interns served as instructors or workshop leaders. Many preservice interns were not available for the summer workshops because they had graduated and taken summer jobs, or left the area.

In addition to providing indepth training in career education to 24 graduate interns, and 15 preservice interns, the project also provided service to 254 out-of-district personnel in 8 workshops, conferences and seminars by June 30, 1976, and 12 inservice/preservice training modules were developed, some including slide and video tape presentations.

As the graduate interns moved into new schools (schools not having career education before) they not only gained valuable experience themselves, but they also served as career education catalysts to entire school faculties - or in the case of secondary schools, entire department faculties. During the last quarter of the 1975-1976 school year, it is estimated that the inservice interns, collectively, had contact with approximately 525 teachers, counselors, and building administrators.

The following is a detailed list of center activities for the year:

July, 1975

Announced and publicized the opening of the center describing its function and its capabilities.

Identified key training personnel both within the Pinellas County staff and among other exemplary projects and cooperating universities.

Began needs assessment for each of the several categories of personnel integral to a successful career education project.

August, 1975

Developed formative evaluation procedures.

Completed needs assessment and began to rank-order competencies, skills, understandings and attitudes to be addressed in the training plans for each group.

Developed assessment procedures for identifying entering competencies.

Accepted applications from individuals and agencies wishing to receive training.

Developed criteria for scheduling applicants and arranged training schedules.

Recruited certified but unemployed teachers to serve as inservice interns.

September, 1975

Began screening and developing training plans for initial trainees.

Continued to revise and develop training modules.

Oriented initial group of intern teachers.

Conducted inservice workshops and training sessions for interns.

Collected and interpreted formative evaluation data.

October, 1975

Continued inservice/preservice training.

Continued evaluation activities.

Participated in state-wide career education workshop.

November, 1975

Began planning for an invitational conference/demonstration of training procedures.

Continued with training and evaluation activities.

December, 1975

Completed planning for January invitational workshop demonstration.

Prepared and disseminated 6 month report of activities and accomplishments.

January, 1976

Held first invitational workshop.

Eckerd preservice interns were identified and program developed.

Evaluated workshop format based on participant input and made needed revisions.

Developed new project proposal for submission to Office of Career Education

Initiated study for the revision of competencies.

Selected new schools for interns to work in.

February, 1976

Intern performance was evaluated.

Held second invitational workshop.

Completed revision of competencies.

Started revision of modules 1 and 2.

Participated in Broward, Orange and Pinellas Consortium for career education workshop.

Participated in Educational Progress in Careers (EPIC) workshop.

Eckerd preservice intern program continued.

March, 1976

Held third invitational workshop

Submitted list of competencies to a jury of experts for validation.

Completed revision of modules 1 and 2.

Began revision of modules 3, 4, 5, and 6.

Interns began services to non-career education schools.

Interns developed individual portfolios for potential employers.

Plans for National Invitational Conference in May were outlined and tentative arrangements made.

Eckerd intern program continued.

April, 1976

Plans for National Invitational Conference were completed and programs printed.

Eckerd intern program continued.

Interns continued services to non-career education schools.

Revision of modules 3, 4, 5, and 6 were completed. Combined into 2 modules.

Module 7 was completed and a district-wide assessment conducted by the interns.

Modules 8, 9, and 11 were revised, and 9 and 11 were combined.

Module 10 and 14 were completed.

Module 15 was revised.

A contract was let for packaging and printing a limited number of the module sets.

Modules 12 and 13 were revised and combined.

Plans were made to field-test all modules in a June workshop.

May, 1976

Final development and revision of all modules was completed and packaged.

The National Invitational Conference was held in Tampa, May 10 - 12, 1976.

Post-school workshop invitations were extended.

Interns terminated services to non-career education schools at the end of May.

Eckerd intern program terminated May 10.

Dissemination plans were developed.

June, 1976

Post-testing was completed.

Workshop sessions were held to field-test modules.

Project financial report was prepared.

Participant summary was prepared.

Certificates were presented to all interns at an end-of-year social affair.

Preparation of final report was started.

EVALUATION

Project functions were evaluated through several procedures depending on the nature and purpose of the activity. A consultant for internal evaluation and ongoing monitoring was provided by the Research and Evaluation section of the Pinellas County Schools.

Training Center activities were subject to continual and ongoing formative evaluation and revision. Appropriate instruments for assessing participant reactions to training procedures were incorporated into existing modules as appropriate. These evaluation procedures were revised and field-tested as the modules were revised. Performance of center participants in actual work situations was assessed and fed back through observer data. Activity logs, a regular procedure for career education personnel in Pinellas County, were used by the interns. This logistical procedure provided a detailed picture of all project activities.

Summative evaluations were used for all workshop conferences and demonstration activities of the center. These summative evaluations were, in turn, used in a formative mode in planning subsequent conferences and consulting activities.

The collection of both process and product evaluation data was on-going and results have been summarized for this report on the following pages. Samples of data gathering forms and instruments are included in either the appendix or the body of the report as indicated.

FINAL REPORT
OBJECTIVES-EVALUATION
MATRIX FOR INTERN TRAINING

OBJECTIVES	EVALUATION	STATUS
INTERN PRODUCT OBJECTIVES	INTERN PRODUCT EVALUATION	INTERN PRODUCT EVALUATION
1. The intern will demonstrate each Career Education competency to the satisfaction of an evaluation group consisting of the intern, the supervising teacher, and a Career Education staff member.	1. Each member of the evaluation group (composed of supervising teacher, career education staff member, and the intern) completed an evaluation form assessing the degree of mastery of the intern for each of the career education teacher competencies.	1. The first formal assessment was made during February, 1976 and the final evaluation during the first week in June. The same evaluation instrument was used to rate both preservice and inservice interns. However, a different method of scoring was used for the preservice interns, and they were evaluated only once. Scores on the interim assessment ranged from 30-65. The mean score was 49. (All scores rounded to the nearest whole number for reporting purposes.) Scores on the final assessment ranged from 45 to 75. The mean score was 62. Scores for the preservice interns on the one assessment made ranged from 31-50. The mean score was 41. The evaluation form and results are included in the appendix on pages 83-94.

2, The intern will demonstrate the use of materials appropriate to the accomplishment of instructional objectives selected by the intern and/or the supervisory personnel.	2. The supervising teacher and/or career education staff member assessed the intern's ability to use appropriate materials to accomplish instructional objectives selected by the intern and/or supervisory personnel.	2. See Appendix, pages 65-67.
3. The intern will write instructional plans which incorporate the career education elements as well as the traditional curriculum content to meet the Florida Elementary and Secondary Standards.	3. Instructional plans prepared by the interns were evaluated by supervisory personnel as to success in fusing career education elements with traditional curriculum content to meet Florida Elementary and Secondary Standards.	3. Examples are included in Appendix, pages 96-101.
4. The intern will complete the programmed learning packet, "Career Education: An Introduction."	4. The interns all completed both the Pre-Test-Post-Test included in the programmed learning packet, "Career Education: An Introduction," and Post-Test results demonstrated increased knowledge of the subject matter covered in the learning packet.	4. Pre-testing was completed as each intern entered the program. Post-testing was completed during the first week in June, 1976. All interns showed significant gains between scores on pre and post tests. See pages 29-42 of the Appendix.
5. The interns as a group will develop and produce a multi-media presentation that illustrates the fusion of career education teacher competencies, and the traditional curriculum that is applicable to all grade levels and subject areas.	5. Supervising personnel evaluated the multi-media presentations prepared by the interns.	5. This evaluation was completed during the second semester. Each intern was checked on the operation of equipment and on the quality of audio-visual product or projects developed. See forms on page 72 of the Appendix.

6. The intern will present a multi-media program for visiting groups, and at designated meetings or workshops in and out of the district, as needed.	6. Presentations made by the intern to visitors, or at designated meetings or workshops in and out of the district, were evaluated by supervising personnel and/or career education staff members.	6. Each intern was provided a written critique and requested to make necessary changes.
7. The interns will compile a list of recommendations for the classroom teacher's role in placement and follow-up.	7. Supervising personnel evaluated the intern's list of recommendations for the classroom teacher's role in placement and follow-up and identified those unique and appropriate for addition to the career education master list of such recommendations.	7. The list as approved by the project supervisor, was submitted to the Supervisor of Placement and Follow-Up. See list in Appendix on page 76.
8. The intern will complete a final written and/oral examination.	8. Prior to the end of the project, each intern was scheduled for an oral examination in order to assess the intern's degree of attainment for each of the 25 career education competencies.	8. Examinations were scheduled in late May and early June. OCE staff, Center staff and supervising teachers participated in the oral examination.

OBJECTIVES INTERN PROCESS OBJECTIVES	EVALUATION INTERN PROCESS EVALUATION	STATUS INTERN PROCESS EVALUATION
1. Interns will participate in a series of formal sessions designed to define and clarify the career education teacher's teaching competencies.	1. A record was maintained of formal sessions held to define and clarify the teacher competencies.	1. Procedures and final list of competencies are included in the report. See pages 56-84.

2. Interns will be provided opportunities to use the career education teacher competencies.	2. A log was maintained of opportunities provided interns to use the teaching competencies.	2. Log is included in Appendix on pages 73-75.
3. Interns will examine all materials and equipment available for use in the classroom.	3. Examination of materials and equipment available for use by the interns was documented by a Materials and Equipment Evaluation Form designed for this purpose.	3. Form is included in Appendix on page 61.
4. Interns will receive in-depth training in the use of materials, techniques, and equipment selected because of particular relevance to career education teaching competencies.	4. Training sessions with interns relating materials, techniques, and equipment were recorded on forms designed for this purpose.	4. Forms were not used for this purpose. The information was documented and placed in the intern's files.
5. Interns will receive training in the fusion process.	5. Training in the fusion process was recorded on forms designed for this purpose.	5, Sample included in Appendix on pages 63-64.
6. Interns will receive instruction in meeting requirements for the accreditation program in the State of Florida.	6. Instruction given interns for meeting requirements of the accreditation program for the State of Florida was reported.	6. Same as Appendix, pages 96-101 and 63-64.
7. Interns will participate in an extensive program designed to create an in-depth awareness of the 15 occupational clusters.	7. Training designed to give interns an indepth awareness of the 15 occupational clusters was documented by the use of a form designed for this purpose.	7. Same as Appendix, pages 96-101 and 63-64.
8. Interns will participate in a program designed to create an indepth understanding of the eight career education elements.	8. Training designed to give interns an indepth understanding of the eight career education elements was documented by the use of a form designed for this purpose.	8. Same as Appendix, pages 96-101 and 63-64.

9. Interns will participate in a workshop given by the placement and follow-up office.	9. Agenda, reports, and lists of participants were kept for all workshops conducted by the placement and follow-up office.	9. This information is on file in the office of career education.
10. Interns will attend meetings, workshops, conferences and conventions in and out of the district.	10. Agenda, reports, and lists of project participants were kept for all meetings, workshops, conferences, and conventions attended by interns, both in and out of the district.	10. This information is on file in the office of career education and the Pinellas County Staff Development Office.
11. The intern will serve as a demonstration teacher for the final 6-9 weeks of the school year.	11. Records of demonstrations conducted by each intern were maintained.	11. Supporting information and data are included in this report on pages 106-113.

OBJECTIVES DEMONSTRATION PRODUCT OBJECTIVES	EVALUATION DEMONSTRATION PRODUCT EVALUATION	STATUS DEMONSTRATION PRODUCT EVALUATION
1. All workshop participants will complete an evaluation.	1. Evaluations given all participants at the end of each workshop were summarized.	1. Results in Appendix, pages 126-137.
2. A videotape will be produced that demonstrates the use of selected key career education competencies at the elementary, middle, and senior high school levels for use in training.	2. Records were maintained of persons using the videotapes which demonstrate the use of selected career education teacher competencies.	2. They were used during spring "in-school" workshops and during summer workshop.
3. A revised version of the cognitive and enabling competencies will be published.	3. A list of those receiving the published revised version of the cognitive and enabling competencies was maintained.	3. See list on page 20.

OBJECTIVES	EVALUATION	STATUS
DEMONSTRATION PROCESS OBJECTIVES	DEMONSTRATION PROCESS EVALUATION	DEMONSTRATION PROCESS EVALUATION
1. A descriptive brochure will be prepared.	1. A copy of the descriptive brochure prepared for the project will be included in the final report.	1. One was developed and is included in Appendix, on pages 108-112.
2. A multi-media presentation will be prepared for use with visitors and in workshops and conferences.	2. A description of all multi-media presentations, with a quantitative evaluation for each was prepared.	2. This information is on file in the career education office.
3. Visitors will have the opportunity to view activities in progress, as examples of the operational feasibility of the demonstration model.	3. A log of visitors and observed activities was maintained.	3. This information is on file in the career education office.
4. A career education staff member will coordinate the videotaping of demonstrated career education teacher competencies.	4. A log of videotape coordinating activities was maintained by the career education staff.	4. No meaningful log was kept.
5. The career education staff will complete the revision and expansion of the career education teacher competencies.	5. Drafts of career education teacher competencies will be maintained for each phase of the revision process.	5. Drafts are on file. Partial lists of the final competencies are included along with the final list on pages 77 and 78.
6. The career education staff will provide feedback information to all interns.	6. Feedback information will be provided to all interns on a reporting form designed for this purpose, and copies will be on file at the career education office.	7. "A Form" was found to be impractical. A "Feedback System" was developed and time scheduled for this activity in the Center,- each Friday afternoon. These informal rap sessions (staff meetings) proved to be the best possible form of feedback and communication.

PROBLEMS ENCOUNTERED:

1. The major "problem" encountered by the project was the loss of participants (inservice interns) to full-time teaching positions in the District prior to the end of the planned training period. However, this problem turned out to be more of an asset than a liability. As each participant was appointed to a full-time teaching position, a new participant was selected for the project and another school had a potential career education leader or advocate. The project, originally designed to serve 15 inservice interns, ultimately trained 24 inservice interns.

2. The project also planned to provide similar experiences for 15 preservice interns from colleges of education placing interns in Pinellas County. Although more than 15 preservice interns were served, the organization and quality of services offered were inferior to those offered inservice interns. As a result of this experience, the staff would recommend that future projects designed to serve preservice interns be housed within colleges of education. It seems easier for colleges of education to get cooperation from local school districts than the reverse.

3. The unexpected turnover in the intern population created the need for a greater degree of individualization than had been anticipated. This created excessive demands on the Center staff and on the career education staff, in general. This also slowed down progress on the competency study and the development of modules. By the first of February, the full impact of this problem surfaced and additional staff time, not included in the project, was assigned from local funds.

4. As the Center staff worked through the training program with additional participants, they realized that the number of hours of training required for participants varied considerably and, in general, was less than had been anticipated in the design of the program. Most inservice interns were ready for placement in schools after having 60 hours of training at the Center.

5. Supervising teachers selected, although identified as excellent career education practictioners, were not always good supervising teachers. A few changes had to be made when conflicts developed.

6. Once the interns were placed in schools and became involved in the school routine, it was difficult to schedule them back into the Center for other planned activities, workshops, and conferences. Teachers, counselors, and students soon learned to depend on them for career-related services and complained when they were not available.

7. During the second semester, five interns placed in grades 3, 4, 8, and 11, designed, implemented and evaluated career education efforts in their schools. Insufficient time and technical assistance was allocated for this involved activity and much of the data will not be useful because time and personnel were not available for analysis and reporting prior to the end of the project. Student data was analyzed and the results are reported on page 106 . Although the activity was not successfully culminated as planned, the interns involved considered the experience to be most valuable.

8. The demonstration component portion of the project was the weakest segment of the total effort. This was due, primarily to an extreme shortage of travel funds available in Florida and in other states. However, those workshops which were held did not prove to be as successful as the Center staff would have liked. Much more positive reactions resulted when visitors came - one, two or three at a time and actually participated with interns and the Center staff in ongoing activities. Only three of the 5 scheduled workshops were held. Forty-two people participated.

9. When the list of intern experiences was generated and individuals were asked to participate, they were most enthusiastic. Scheduling surfaced as one problem in this area. Some interns did not want nor need certain experiences, therefore, some resource persons were not used enough, others too often - and some not at all. Those resource persons expecting to be used were sometimes disappointed and the interns were disappointed when the experiences they wanted could not be scheduled.

10. The establishment of a Center in a geographic location which could easily serve the total school district presented a problem. Facilities which had been designated for use when the project was planned were not available when the project was funded. Two separate facilities were finally used - both separate and apart from the Office of Career Education. This situation created communication and monitoring problems plus excessive travel times used to obtain media and equipment from the Career Education Media Center.

DISSEMINATION ACTIVITIES

Dissemination was an integral-ongoing part of regular project activities. Each time an intern or a center staff member interacted with personnel in a school, information was given and ideas exchanged. Letters and informational brochures were mailed to 1227 individuals during the year, 217 telephone calls requesting information were logged by staff members and interns. Forty-two persons participated in three two-day workshops, and an additional 37 visited the project individually or in small groups. Approximately 300 persons attended the National Invitational Conference held in Tampa during May, 1976. This conference was co-sponsored by the Florida State Career Education Division.

Dissemination efforts included but were not limited to the following:

1. All supervisors and administrators in Pinellas County, both school-based, and District level.

2. All career education project personnel in the 67 school districts in Florida.

3. All District Superintendents in Florida.

4. All Deans of Florida Colleges of Education.

5. All Florida Department of Education Personnel. (Instructional Division only)

6. All State Commissioners of Education.

7. All Career Education Project Grant Recipients USOE - OCE.

8. All 1975 - 1975 Mini-Conference participants.

9. Special requests.
   Career Education News - Volume IV, Number 22, December 15, 1975, included a brief explanation of the project and its purposes. This generated 108 letters of inquiry from all over the nation.

10. Miscellaneous - (publishers, university personnel, teachers, community college, business-industry, etc.)

SPECIAL ACTIVITIES

1. Inservice interns participated in the Florida State Career Education Conference, Palm Coast, Florida, in October, 1975. The interns, assisted by Center staff, planned, prepared and delivered a multi-media presentation about the Pinellas County Career Education Personnel Training Center.

2. Interns participated in the first Career Education Personnel Training Center Conference, Clearwater, Florida, January 12, 13 and 14.

3. The interns, their supervising teachers, counselors, and administrators participated in a Values Clarification Workshop with Sid Simon on January 29, 1976.

4. Six interns and supervising teachers attended a "Multi-Image" Workshop at Sante Fe Community College, Gainesville, Florida, February 13, 14, 15, 1976.

5. Interns and supervising teachers attended an Educational Progress in Careers "Validation" Conference in Dunedin, Florida, February 18, 1976. (The interns participated in the process of validating instruments designed to measure progress in the various facets of career education.)

6. Interns planned and participated in the second Career Education Personnel Training Center Conference held in St. Petersburg, Florida, March 8 - 10, 1976.

7. Interns participated in a workshop entitled "Personality Influences on Teaching and Learning Styles in the Classroom." The workshop was held at the Center in Clearwater, March 18 and 19, 1976.

8. Interns planned and participated in the third Career Education Personnel Training Center Workshop, April 5 - 7, 1976. The conference was held in Largo, Florida.

9. Interns and supervising teachers participated in the 5th Annual Career Education Conference, A National Invitational Conference, held in Tampa, Florida, May 10 - 12, 1976.

10. Interns and supervising teachers assisted the Center staff and the Career Education Office with summer workshops in June, 1976.

11. Interns, supervising teachers and project staff ended the year with a social event held on June 27, 1976. Interns were presented with special certificates indicating the number of hours of training in career education.

SUMMARY OF ACCOMPLISHMENTS BY MAJOR PURPOSES

As stated in the introduction to this report, the project was to address four major purposes:

1. Identify from the exemplary projects in Florida, and to a limited degree, elsewhere, roles and functions of the various persons who are directly or indirectly instrumental in the redirection of an educational program at the local school level,

2. Develop and compile lists of conceptual understandings and implementation competencies necessary for the successful performance of each category of personnel,

3. Assemble a repertoire of validated techniques and strategies to be utilized at one or more training sites as demonstrations of methods whereby various categories of personnel (elementary counselors, principals, curriculum assistants, teachers, advisory committees, board members, business leaders, county office staff, etc.) can be brought to the operational levels of competence and understanding, and

4. Establish a training center whose mission would be to demonstrate and diffuse the techniques and procedures for training and retraining career education personnel.

Although not specifically stated in the project proposal, the project explored two other important questions:

1. Would the inservice interns, trained in this project, be more likely to be employed as regular full-time teachers than would their counterparts in a carefully matched control group, and

2. Would the interns, after training and placement in schools, be able to impact school staff and students significantly within the year.

The first of these purposes was to identify from the exemplary projects here in Florida, and to a limited degree elsewhere, roles and functions of the various persons who are directly or indirectly instrumental in the redirection of an educational program at the local school level.

In order to arrive at some system which could be recommended over others, a study was made of the manner in which Florida's 67 school districts had implemented career education from 1968 - 1975. Results of the study indicated that Florida's early career education efforts started with special projects funded through Part D of the 1968 Amendments to the Vocational Education Act of 1963. The projects, designed to serve disadvantaged students, were administered by vocational administrators and taught by vocational and remedial type teachers. Early projects, although successful with their clientele, served only a small percentage of students interested in a limited number of traditional vocational areas.

As the present concept of career education evolved, the projects in Florida changed. The evolution was slow and began with the addition of strong guidance and basic curriculum components to projects. However, the burden of cost, planning and implementation was still borne by vocational educators. During FY 1971-72 a change in this trend was noted. Projects funded tended to plan for the involvement of other individuals within the schools. Advisory committees representing all levels of education and all subject areas became quite common. However, the funding and administrative control still came through vocational education. From 1973 to 1976 many changes were found to occur as every school district in Florida struggled to find their own unique way to implement career education. As the "dust settled" on this massive move to get career education going in Florida, four general trends surfaced:

1. Career education was still the function of vocational education.

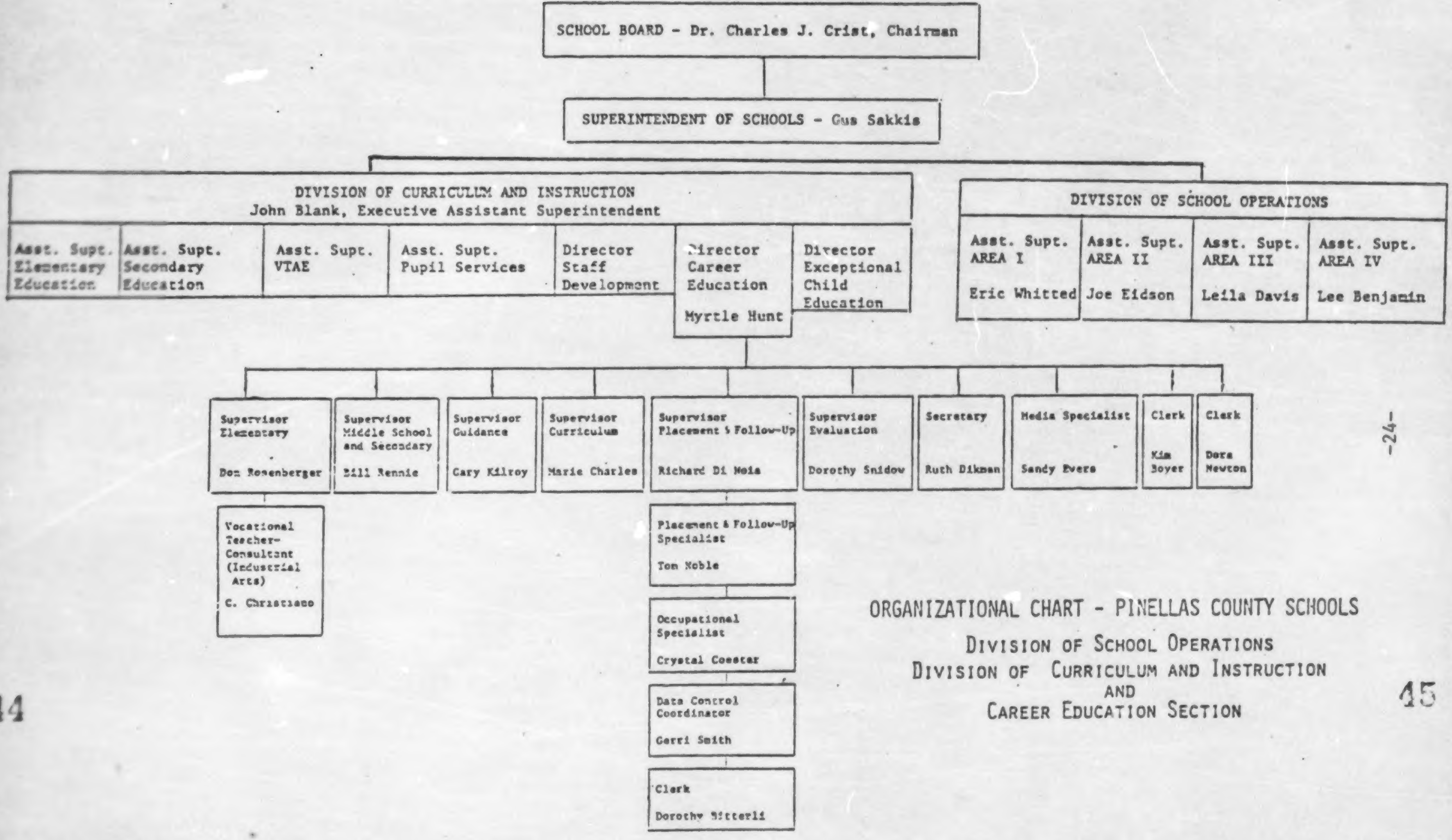
2. Career education became the function of pupil personnel services.

3. Career education became the function of curriculum, or

4. Career education was infused and became the function of all divisions.

Brief studies done outside Florida revealed almost identical trends. Based on the results of these observations and the personal knowledge and experience of the Pinellas County Career Education staff, the following Organizational Chart and accompanying job descriptions were suggested as one successful method for the management of career education at the district level.

ORGANIZATIONAL CHART
and
JOB DESCRIPTIONS


SCHOOL BOARD - Dr. Charles J. Crist, Chairman
SUPERINTENDENT OF SCHOOLS - Gus Sakkis
DIVISION OF CURRICULUM AND INSTRUCTION
John Blank, Executive Assistant Superintendent
Asst. Supt. Elementary Education
Asst. Supt. Secondary Education
Asst. Supt. VTAE
Asst. Supt. Pupil Services
Director Staff Development
Director Career Education
Myrtle Hunt
Director Exceptional Child Education
DIVISION OF SCHOOL OPERATIONS
Asst. Supt. AREA I
Eric Whitted
Asst. Supt. AREA II
Joe Eidson
Asst. Supt. AREA III
Leila Davis
Asst. Supt. AREA IV
Lee Benjamin
Supervisor Elementary
Don Rosenberger
Supervisor Middle School and Secondary
Bill Rennie
Supervisor Guidance
Cary Kilroy
Supervisor Curriculum
Marie Charles
Supervisor Placement & Follow-Up
Richard Di Meia
Supervisor Evaluation
Dorothy Snidow
Secretary
Ruth Dikman
Media Specialist
Sandy Evers
Clerk
Kim Boyer
Clerk
Dora Newton
Vocational Teacher-Consultant (Industrial Arts)
C. Christiano
Placement & Follow-Up Specialist
Tom Noble
Occupational Specialist
Crystal Coester
Data Control Coordinator
Gerri Smith
Clerk
Dorothy Bitterli

ORGANIZATIONAL CHART - PINELLAS COUNTY SCHOOLS

DIVISION OF SCHOOL OPERATIONS
DIVISION OF CURRICULUM AND INSTRUCTION
AND
CAREER EDUCATION SECTION

Position Title: Director of Career Education

Reports to: Executive Assistant Superintendent for Curriculum and Instruction

Position Definition:

The Director of Career Education is responsible for the administration of Career Education (K-14) -- including the supervision of personnel and functions. This responsibility includes program planning, implementation, funding, coordination, and evaluation in cooperation with the Division of School Operations.

The Career Education Department will develop curriculum, instructional methodology, and provide supervisory support services for all aspects of the Career Education instructional programs (K-14) in collaboration with the Division of School Operations.

Overall Expected Results: Career Education Program Development K-14, including Placement and Follow-up

Five Main Categories:
(1) Administration (limited to Division and Department interaction)
(2) Instructional Services
(3) Curriculum Development
(4) Staff Development
(5) Evaluation of Program

1. Administrative

. . . . . in collaboration with the Division team:

Participates in:
a) recommending administrative and supervisory candidates
b) establishing preschool schedule and staff development calendar, including registration dates
c) developing requirements for promotion and graduation of students
d) recommending approval of scholarships, fellowships,etc.
e) system-wide decision-making
f) establishing system-wide budget priorities
g) recommending staffing models

Responsible for:
a) recommending computer services appropriate to the needs of Career Education and Placement and Follow-up

Responsible for (continued) - Administrative

b) establishing educational goals and objectives for the Career Education program K-14
c) facilitating implementation of the MBO system in the Department
d) developing Department annual budget
e) recommending staffing models for Career Education programs K-14
f) recommending a "pool" of vocational teacher consultants and occupational specialists
g) selection of program personnel and development of job descriptions for new positions
h) coordination of all phases of the Career Education with local, state and federal agencies

. . . . . involves the entire Department in the decision-making process

. . . . . works with the Department Supervisors to assist in problems related to Curriculum and Instruction, selection of materials, methods of presenting materials and problems of securing materials

. . . . . participates, as assigned, at all curriculum meetings of the elementary, junior high (including middle), senior high, post-secondary, and exceptional student education principals to give and receive accurate information

. . . . . represents the School District upon request

. . . . . maintains close relationships with community agencies and associations

. . . . . plans, develops and obtains funding for special projects

. . . . . appraises Department Supervisors

. . . . . establishes and works with community advisory committees for Career Education, Placement and Follow-up, and the Pinellas County Career Education Personnel Training Center

2. Instructional Services

. . . . . in collaboration with the Division team and in cooperation with the Division of School Operations:

Participates in:

a) recommending broad objectives for VTAE as it interfaces with Career Education

Participates in (continued) - Instructional

b) recommending broad objectives for elementary education as it interfaces with Career Education
c) recommending broad objectives for secondary (7-12) education as it interfaces with Career Education
d) recommending broad objectives for post-secondary and adult education as it interfaces with Career Education
e) recommending broad objectives for pupil personnel services as it interfaces with Career Education
f) organizing ways of selecting instructional materials and supplies
g) providing a standard set of objectives for curriculum
h) developing educational specifications for new facilities
i) developing budgets for instructional materials and supplies
j) assigning preservice interns at all levels

Responsible for:
a) organizing ways of selecting Career Education instructional materials and supplies
b) providing a standard set of objectives for Career Education curriculum accreditation for all schools
c) developing educational specification for Career Education in new facilities
d) developing budgets for Career Education instructional materials and supplies
e) developing Career Education summer programs for district-wide implementation
f) establishing and maintaining Career Education curriculum committee
g) establishing and supervising the Pinellas County Career Education Personnel Training Center

. . . . . participates in Division staff planning

. . . . . establishes budget for instructional materials and supplies within the Department

. . . . . organizes and assimilates facts about all of the instructional programs in the school system for the purpose of relating them to Career Education

. . . . . participates in the establishment of a list of approved educational field trips

. . . . . consults with university personnel to improve teacher-training programs

. . . . . consults with FDOE and USOE personnel concerning program development in Career Education

3. Curriculum Development

In collaboration with the Division of School Operations:

Participates in:

a) developing a "needs assessment" program
b) improving curriculum and teaching
c) helping to define and interpret goals for education in the county
d) establishing program priorities
e) participating in the forecasting, planning, implementing, and continuously improving the instructional program K-14
f) assisting in the development of an awareness of current and emerging trends in Pinellas County and throughout the country
g) the developing of an exceptional student annual plan for instruction

Responsible for:

a) developing a "needs assessment" program for Career Education
b) improving curriculum and teaching in Career Education K-14
c) helping to define and interpret goals for Career Education in the county
d) establishing program priorities in Career Education K-14
e) assisting school principals in monitoring the Career Education program K-14
f) developing evaluation procedures simultaneously with curriculum in consultation with Research and Development for Career Education K-14
g) arranging for publication of Career Education curriculum materials, as they are developed
h) selection and purchasing of instructional media for Career Education K-14

4. Staff Development

. . . . . in cooperation with Division of School Operations and with the Director of Staff Development:

Participates in:

a) developing school district-wide staff development plan
b) development training components for new administrators and supervisors to Pinellas County and/or experienced personnel

Responsible for (continued) - Staff Development

a) developing district-wide Career Education staff development plan
b) operation of the Pinellas County Career Education Personnel Training Center

. . . . . has basic responsibility to improve instruction

. . . . . defines the nature of Career Education inservice programs for instructional personnel K-14

5. Evaluation

Responsible for:
a) developing a plan for internal evaluation of the Career Education program K-14
b) coordinating evaluation activities with the third-party evaluator as required

Training and Skills Needed:

This position, as part of the program development and support system of the District Schools, requires knowledge of the structure and function of the American Public Schools; trends in contemporary education; and the structure, function and content of education.

Interest in and understanding of Career Education concepts. Working knowledge of vocational academic and guidance programs in Pinellas County and the State of Florida, and ability to work harmoniously with the various groups involved.

Position Title Supervisor of Guidance Services in Career Education

Reports to: Director of Career Education

Position Definition:

The Supervisor of Guidance Services in Career Education is responsible for the planning, organization, implementation, budgeting, coordination, and evaluation of the guidance component of Career Education in the Pinellas County Schools (K-14). These responsibilities will be carried out in collaboration with the Career Education staff and the Division of School Operations.

Overall Expected Results: Career Education Program Development (K-14)

Five Main Categories:

(1) Administration (limited to Department Interaction)
(2) Instructional Services
(3) Curriculum Development
(4) Staff Development
(5) Evaluation of Program

1. Administrative:

. . . . . In collaboration with the Career Education Director and staff

Participates in:

a) recommending supervisory candidates for Career Education
b) Career Education decision-making
c) establishing Career Education budget priorities
d) recommending staffing models
e) establishing educational goals and objectives for the Career Education program (K-14)
f) coordination of the guidance component of Career Education with local, state, and federal agencies
g) maintaining communication with community agencies and associations

Responsible for:

a) developing the annual Guidance Component budget
b) assisting the Placement and Follow-Up Component with the development of placement services for students (grades 8-14)
c) assisting the "Job Placement and Career Assistance for Vietnamese Refugees" project with Career Guidance information and support services
d) working with the Career Education staff members on problems related to Curriculum and Instruction, selection of materials, methods of presenting materials and problems of securing materials

Administrative (continued)

- e) representing Pinellas County Career Education upon request
- f) review and/or revision of job description for Supervisor of Guidance Services position
- g) writing proposals and projects for funding
- h) keeping key legislators and district school personnel informed about Career Education

. . . . . develops annual M.B.O.'s for the Supervisor of Guidance Services in accordance with the established M.B.O. system.

. . . . . attends Pupil Services Staff meetings (twice monthly) to provide input

. . . . . submits monthly reports to the Director on Guidance Component of Career Education

. . . . . attends county Staff Development Days for Guidance Counselors (K-12) on invitation

2. Instructional Services

. . . . . in collaboration with the Career Education and staff and the participating school personnel:

Participates in:

- a) recommending broad objectives for Pupil Personnel Services as it interfaces with Career Education
- b) organizing ways of selecting instructional materials and supplies
- c) developing budgets for instructional materials and supplies for the guidance component
- d) organizing and maintaining a system for dissemination of instructional materials

Responsible for:

- a) assisting in organizing and assimilating facts about the instructional/guidance programs in the school system for the purpose of relating them to Career Education
- b) working with principals, supervisors, counselors, teachers, and consultants in the implementation of Career Education
- c) selecting instructional materials and supplies

Instructional Services (continued)

. . . . . review and evaluates guidance materials and methods currently being used and make recommendations

. . . . . determine budget for instructional supplies for guidance (K-14)

. . . . . participate in local, state, and national meetings as needed for updating professional skills and information

. . . . . conduct in-service programs for the improvement of guidance in Career Education

. . . . . visiting Career Education schools frequently to assist staffs with their needs and concerns

3. Curriculum Development

. . . . . in collaboration with the Career Education Director and staff

Participates in:
a) improving curriculum and teaching in Career Education K-14
b) defining and interpreting and goals of Career Education in Pinellas County
c) establishing Career Education program priorities
d) planning, implementing, and continuously improving the curriculum (K-14)
e) being aware of current and emerging educational trends in Pinellas County and in the nation
f) distributing Career Education curriculum materials as they are developed
g) selecting and purchasing curriculum materials for Career Education K-14

Responsible for:
a) providing the guidance component input into curriculum improvement K-14
b) defining and interpreting the goals and outcomes of the guidance component in Career Education K-14
c) establishing the guidance component priorities
d) planning, implementing, and continuously improving the guidance component curriculum and Career Education

Curriculum Development (continued)

. . . . . development of guidance methodologies in curriculum development

. . . . . review related research for the purpose of identifying and evaluating guidance components of Career Education projects already in operation

. . . . . coordinate the development, revision, and implementation of guidance activities in Career Education

4. Staff Development

. . . . . in collaboration with the Career Education Director and staff

Participates in:
a) developing district-wide Career Education staff development plan

Responsible for:
a) planning in-service activities for participating school staffs
b) planning Career Education workshops which will include career development theory, activities, instructional methods, and curriculum materials

. . . . . planning guidance component of in-service activities and Career Education workshops which will include career development theory, classroom guidance activities, and instructional methods related to generic competencies in guidance

5. Evaluation

. . . . . in collaboration with the Career Education Director and staff

Participates in:
a) evaluation activities with research, evaluation, and planning as well as with third party evaluators, as required
b) writing and disseminating the year-end report or program accomplishments

Evaluation (continued)

Responsible for:
a) planning and conducting on-going evaluation of the guidance component
b) submitting guidance component monthly report to the Director of Career Education and to the Supervisor of Curriculum and Evaluation

Training and Skills Needed:

This position requires: an understanding of and interest in Career Education concepts; a knowledge of the vocational, academic, and guidance programs functioning in Pinellas County; the ability to work harmoniously with the various groups involved; the ability to develop and write curriculum materials; and ability to select resources related to the guidance component. The position requires a Bachelor's degree in an area of education; a Master's degree in guidance and counseling; several years of teaching and counseling experiences; work experience outside of education; and supervisory and/or administrative training.

Position Title: Supervisor of Elementary Career Education and the Career Education Personnel Training Center Project

Reports To: Director of Career Education

Position Definition:

The Supervisor of Elementary Career Education and the Career Educational Personnel Training Center is responsible for supervising the implementation of Career Education in the elementary schools, including kindergarten. This responsibility includes program planning, implementation, budgeting, coordination, evaluation, and major responsibility for development of the Career Education Personnel Training Center Project.

Overall Expected Results: Career Education Program Development K-5 and Implementation of the Career Education Personnel Training Center Project

Five Main Categories:

(1) Administration (limited to Department interaction)
(2) Instructional Services
(3) Curriculum Development
(4) Staff Development
(5) Evaluation of Program

1. Administrative

. . . . . in collaboration with the Career Education Director and staff

Participates in:

a) recommending supervisory candidates for Career Education
b) Career Education decision-making
c) establishing Career Education and special project budget priorities
d) recommending staffing models
e) establishing educational goals and objectives for the Career Education Program K-14
f) coordination of the elementary component of Career Education with local, state, and federal agencies
g) maintaining communication with community agencies and associations
h) recommending vocational teacher consultants for the elementary level

Responsible for:

a) developing the annual elementary component budget
b) working with appropriate Career Education staff members on problems related to curriculum and instruction, selection of materials, methods of presenting materials and problems of securing materials

c) representing Pinellas County Career Education upon request
d) review and/or revision of job description for Supervisor of Elementary Career Education and other appropriate staff members
e) writing proposals and projects for funding
f) keeping key legislators and school personnel informed about Career Education

. . . . . develops individual MBO's annually in accordance with the established MBO system

. . . . . organize informational and problem-centered meeting with schools staff involved in the Career Education Personnel Training Center Project

2. Instructional Services

. . . . . in collaboration with the Career Education Director and staff, participating school personnel, and county level curriculum supervisors

Participates in:
a) recommending broad objectives for elementary education as it interfaces with Career Education
b) organizing ways of selecting instructional materials and supplies
c) developing budgets for instructional materials and supplies
d) organizing and maintaining a system for dissemination of materials

Responsible for:
a) providing information about the instructional programs in participating elementary schools for the purpose of relating them to Career Education
b) participating in elementary supervisors' meetings

. . . . . determine budget for instructional materials and supplies necessary for Elementary Career Education

. . . . . participate in appropriate local, state, or national meetings as needed for updating professional skill and information

Instructional Services (continued)

. . . . . conduct in-service programs for the improvement of instruction in Career Education

. . . . . review instructional materials to determine those that are appropriate to Career Education goals

. . . . . visit participating Elementary Career Education schools to assist staffs with their needs and concerns

3. Curriculum Development

. . . . . in collaboration with the Career Education Staff and the Division of School Operations

Participates in:

a) providing a standard set of objectives for curriculum
b) improving curriculum

Responsible for:
a) defining and interpreting goals for Elementary Career Education in Pinellas County
b) assisting principals in monitoring the Career Education program in kindergarten and elementary grades
c) recommending curriculum materials appropriate for attaining Career Education goals
d) participating in the development of a "needs assessment" program for Career Education
e) assisting in the development and writing of curriculum

. . . . . recommend Career Education curriculum needs

4. Staff Development

. . . . . in collaboration with the Career Education Staff and the Division of School Operations

Participates in:
a) developing a district-wide Career Education staff development plan

Staff Development (continued)

Responsible for:
a) developing staff development components for Career Education
b) conducting staff development components for participating schools
c) arranging for staff development components for participating schools

5. Evaluation

. . . . . in collaboration with the Career Education staff

Participates in:
a) developing a plan for evaluation of Career Education

Responsible for:
a) conducting evaluation for special projects required
b) submitting evaluation report for special projects as required
c) coordinating evaluation activities with Research, Evaluation, and Planning as well as with third party evaluators, as required

Training and Skills Needed:

A Master's degree in Elementary Education with several years of teaching experience. It is preferred that teaching experience has been at a more than one grade level and in more than one subject area; course work in guidance and counseling and/or experience is desirable; work experience outside of education; supervisory course work and/or experience.

Position Title: Supervisor of Secondary Career Education and The Broward-Orange-Pinellas Consortium for Career Education

Reports to: Director of Career Education

Position Definition:

The Secondary Career Education Supervisor is responsible for the planning, organization, coordination, budgeting and implementation of Career Education concepts beginning at the Middle/Jr. High Level through Post-Secondary, and coordination of the Broward-Orange-Pinellas Consortium for Career Education.

Overall Expected Results: Career Education Program Development Middle/Jr. High Level through Post-Secondary

Five Main Categories:

(1) Administration
(2) Instructional Services
(3) Curriculum Development
(4) Staff Development
(5) Evaluation of Program

1. Administrative

. . . . . in collaboration with the Career Education Director and Staff

Participates in:

a) recommending administrative and supervisory candidates
b) Career Education Decision Making
c) Career Education budget priorities
d) recommending staffing models
e) establishing educational goals and objectives for Career Education
f) coordination of the Secondary Component with local, state, and federal agencies
g) in maintaining communication with community agencies and associations

Responsible for:

a) facilitating the implementation of the M.B.O. System in Career Education
b) developing the annual secondary component budget
c) working with appropriate Career Education staff members on problems related to curriculum and instruction, selection of materials, methods of presenting materials and problems of securing materials
d) representing Pinellas County Career Education upon request

Administrative (continued)

- e) review and revision of job description for Supervisor of Secondary Career Education
- f) responsible for writing proposals and projects
- g) keeping key legislators and district school personnel informed about Career Education

. . . . . submit monthly reports on Secondary Component to the Director of Career Education and to the Supervisor of Curriculum and Evaluation

. . . . . develops individual MBO's annually in accordance with established MBO System

. . . . . organize informational and problem centered meetings with Secondary Career Education principals

2. Instructional Services

. . . . . in collaboration with Career Education Director, staff, participating school personnel, and county level curriculum supervisors

Participates in:

- a) recommending broad objectives for secondary education as it interfaces with Career Education
- b) organizing ways of selecting instructional materials and supplies
- c) developing budgets for instructional materials and supplies
- d) organizing and maintaining a system for dissemination of curriculum/media materials

Responsible for:

- a) assisting the director in organizing and assimilating facts about the secondary instructional programs in participating secondary schools for the purpose of relating them to Career Education
- b) reviewing and compiling cost/data information about instructional materials that aid the implementation of Career Education
- c) participating in Secondary Supervisory Curriculum meetings
- d) participate in appropriate local, state, or national meetings for the purpose of updating professional skills or information
- e) to conduct inservice programs in Career Education for the purpose of improving instruction

3. Curriculum Development

. . . . . in collaboration with Career Education staff, participating school personnel, and county level curriculum supervisors

Participates in:

a) helping to define and interpret goals for Career Education as they relate to the Secondary School Curriculum
b) developing a Secondary Career Education "needs assessment" program
c) establishing Career Education priorities
d) improving curriculum

Responsible for:

a) selection and purchasing of instructional media for the Secondary Career Education Component
b) assisting in the development, publication, and dissemination, of teacher made Career Education curriculum activities
c) assisting school principals at the secondary level in monitoring the Career Education program in their respective schools

4. Staff Development

. . . . . in cooperation with the Career Education Director and the Director of Staff Development

Participates in:

a) developing a district-wide Career Education staff development plan

Responsible for:

a) developing staff development components that are relevant to various teaching levels and subject areas
b) conducting staff development components for participating schools
c) arranging staff development inservice components for Pilot Schools

5. Evaluation

. . . . . in collaboration with the Career Education Staff

Evaluation (continued)

Participates in:

a) developing a plan for evaluation of Career Education

b) writing and disseminating the year-end report of program accomplished

Responsible for:

a) planning and conducting on-going evaluation of the secondary component and Federal Project #911

b) submitting a secondary component monthly report to the Director of Career Education

Training and Skills Needed:

A Master's degree in Education with several years of teaching experience. It is preferred that teaching experience has been at more than one grade level and in more than one subject area; course work in guidance and counseling and/or experience is desirable; work experience outside of education; supervisory course work and/or experience.

Position Title: Supervisor of Placement and Follow-up
Career Education

Reports to: Director of Career Education

Position Definition:

The Supervisor of Placement and Follow-up is responsible for the organizing and implementing of a district-wide plan for Placement and Follow-up grades (8-14) -- including the supervision of personnel and functions. This responsibility includes program planning, budgeting coordination and evaluation in cooperation with the Career Education Staff and the Division of School Operation.

Overall Expected Results: Placement and Follow-up Program Development (8-14)

Five Main Categories:

(1) Administration (limited to Department interaction)
(2) Instructional Services
(3) Curriculum Development
(4) Staff Development
(5) Evaluation of Program

1. Administrative

. . . . . in collaboration with the Career Education Director and staff

Participates in:

a) recommending supervisory candidates for Career Education
b) Career Education decision making
c) establishing Career Education budget priorities
d) recommending staffing models
e) establishing educational goals and objectives for the Career Education program K-14

Responsible for:

a) recommending computer services appropriate to the needs of Placement and Follow-up
b) facilitating implementation of the MBO System in the Department
c) developing placement and follow-up annual budget
d) coordination of Placement and Follow-up with local, state and federal agencies
e) working with appropriate Career Education staff members to assist in problems related to Curriculum and Instruction, selection of materials, methods of presenting materials and problems of securing materials

Administrative (continued)

f) assist with the administration of the "job Placement and Career Development Assistance Project for Vietnamese Refugees" in Pinellas County
g) keeping key legislators and district school personnel informed about Placement and Follow-up and Career Education

. . . . . Placement and Follow-up decision making process

. . . . . submit monthly report on Placement and Follow-up component to Director of Career Education and Supervisor of Curriculum and Evaluation

. . . . . participates, as assigned, at all curriculum meetings of the junior high (including middle), senior high, post-secondary and exceptional student education. Principals to give and receive accurate information

. . . . . represents the Pinellas County Placement and Follow-up project upon request

. . . . . maintains close relationships with community agencies and associations

. . . . . appraises Placement and Follow-up staff

. . . . . establishes and works with community advisory committees for Placement and Follow-up

. . . . . develops individual MBO's annually in accordance with the established MBO System

. . . . . participates in Pupil Services supervisory meetings

. . . . . reviewing and/or revision of job description of Placement and Follow-up Supervisor and staff members

2. Instructional Services:

. . . . . in collaboration with the Career Education Director and staff - participating schools personnel, and county level curriculum supervisors

Participates in:
a) recommending broad objectives for Pupil Services as it interfaces with Placement and Follow-up
b) recommending broad objectives for secondary (8-12) education as it interfaces with Placement and Follow-up

Instructional Services (continued)

c) recommending broad objectives for post-secondary and adult education as it interfaces with Placement and Follow-up
d) providing a standard set of objectives for curriculum using follow-up surveys
e) developing budgets for instructional materials and supplies for Placement and Follow-up

Responsible for:
a) organizing ways of selecting Placement and Follow-up instructional materials and supplies
b) providing a standard set of objectives for Placement and Follow-up for all schools
c) developing educational specifications for Placement and Follow-up in new facilities
d) developing budgets for Placement and Follow-up instructional materials and supplies

. . . . . participates in local, state and national meetings as needed for updating professional skills and information

. . . . . participates in Career Education staff planning

. . . . . establishes budget for instructional materials and supplies for Placement and Follow-up

. . . . . organizes and assimilates facts about all instructional programs in the school system, for the purpose of curriculum changes utilizing follow-up formation

3. Curriculum Development

. . . . . in collaboration with the Career Education Director and staff

Participates in:
a) improving curriculum through follow-up studies
b) helping to define and interpret goals for education in the county through follow-up studies
c) establishing program priorities for Placement and Follow-up
d) participating in the forecasting, planning, implementing, and continuously improving the instructional program 9-14 through follow-up studies

Curriculum Development (continued)

Responsible for:
a) developing a "needs assessment" program for Placement and Follow-up
b) defining and interpreting goals for Placement and Follow-up in the county
c) establishing program priorities in Placement and Follow-up
d) assisting school principals in monitoring the Placement and Follow-up program (8-14)
e) developing evaluation procedures with Research and Development for Placement and Follow-up (8-14)
f) arranging for publication of Placement and Follow-up curriculum and program materials as they are developed
g) selection and purchasing of instructional media for Placement and Follow-up

4. Staff Development

. . . . . in cooperation with the Director of Career Education and staff and with the Director of Staff Development

Participates in:
a) assisting in a Career Education staff development plan
b) development training component for new placement personnel to Pinellas County and/or experienced personnel

Responsible for:
a) developing Placement and Follow-up staff development plan
b) defining the nature of Placement and Follow-up inservice programs for personnel (8-14)

5. Evaluation

. . . . . in collaboration with the Career Education Director and staff

Participates in:
a) developing a plan for evaluation of Career Education

Responsible for:
a) developing a plan for evaluation of Placement and Follow-up program
b) coordinating evaluation activities with Research, Evaluation, and Planning as well as with third party evaluation as required

Evaluation (continued)

Training and Skills Needed:

This position, as part of the program development and support system of the District Schools, requires knowledge of the structure and function of the American Public Schools; trends in contemporary education; and the structure, function and content of education.

Interest in and understanding of Placement and Follow-up concepts. Working knowledge of vocational, academic and guidance programs in Pinellas County and the State of Florida, and ability to work harmoniously with the various groups involved.

At least a Master's degree or above in Business Administration, personnel management, guidance, or vocational education. Work experience outside of education, teaching experience, systems management experience, and knowledge of data processing procedures. Experience in collecting, treating and reporting data and other pertinent information about students, educational requirements, skills and competencies related to the labor market needs.

A working knowledge of the computer information system in Pinellas County.

Position Title: Career Specialist

Reports to: Supervisor of Elementary Career Education

Position Definition:

The Career Specialist is responsible for consulting with Career Intern Trainees and school classroom teachers to develop and demonstrate activities for a program that fuses Career Education goals with the existing curriculum.

Overall Expected Results: Career Education Program Development and Revision.

Five Main Caterories:

(1) Administration
(2) Instructional Services
(3) Curriculum Development
(4) Staff Development
(5) Evaluation of Program

1. Administrative

. . . . . in collaboration with the Career Education Director and staff

Participates in:

a) Career Education Decision Making
b) establishing Career Education budget priorities
c) establishing educational goals and objectives for the Career Education
d) recommending vocational teacher-consultants for Career Education
e) developing the annual component budget
f) writing proposals and projects for funding

Responsible for:

a) developing the annual budget for Career Specialist program
b) representing Pinellas County Career Education upon request
c) review and revision of job description
d) keeping key legislators and school personnel informed concerning Career Education

. . . . . develop individual M.B.O.'s in accordance with the established MBO System

2. Instructional Services

. . . . . in collaboration with the Career Education Director and Staff and participating school personnel

Instructional Services (continued)

Participates in:
a) recommending broad objectives for elementary education as it interfaces with Career Education
b) developing budgets for instructional materials and supplies
c) organizing and maintaining a system for dissemination of materials
d) providing information about instructional programs in participating elementary schools for the purpose of relating them to Career Education

Responsible for:
a) conducting inservice programs for the improvement of instruction in Career Education

. . . . . participate in appropriate local, state, or national meetings as needed for updating professional skill and information

. . . . . review instructional materials to determine those that we appropriate to Career Education

. . . . . visit participating Elementary Career Education Schools to assist and demonstrate to teachers and students basic vocational skills and techniques

. . . . . develop instructional materials to include different media for Career Education

3. Curriculum Development

. . . . . in collaboration with the Career Education Staff and Career Education Elementary school personnel

Participates in:
a) providing a standard set of objectives for curriculum
b) improving curriculum
c) assisting principals in monitoring the Career Education program
d) recommending curriculum materials appropriate for attaining Career Education goals
e) participating in the development of a "needs assessment" program for Career Education
f) assisting in the development of curriculum

Responsible for:
a) recommending Career Education curriculum needs

4. Staff Development

. . . . . in collaboration with the Career Education Staff and Career Education Elementary Schools

Participates in:
a) developing a district-wide Career Education Staff Development Plan
b) arranging for staff development components for participating schools

Responsible for:
a) conducting appropriate staff development components for participating schools

5. Evaluation

. . . . . in collaboration with the Career Education Staff

Participates in:
a) developing a plan for evaluation of Career Education
b) conducting evaluation for special projects as required

Training and Skills Needed

State certification in a vocational field; in addition, a variety of work experience outside of the field of certification would be desirable.

Position Title: Supervisor of Curriculum and Evaluation

Reports to: Director of Career Education

Position Definition:

The Supervisor of Curriculum and Evaluation is responsible for developing and selecting Curriculum and coordinating the internal and third party evaluation as required by USOE for the CE Project K-14. These responsibilities will include budgeting, coordination, and evaluation in cooperation with the Career Education staff and the Division of School Operations.

Overall Expected Results: Career Education Program Development K-14 including Placement and Follow-up

Five Main Categories:

(1) Administration (limited to Department Interaction)
(2) Instructional Services
(3) Curriculum Development
(4) Staff Development
(5) Evaluation of Program

1. Administrative

. . . . . in collaboration with the Career Education Director and Staff

Participates in:

a) recommending supervisory candidates for Career Education
b) Career Education decision-making
c) establish Career Education budget priorities
d) recommending staffing models
e) establishing educational goals and objectives for the Career Education program K-14
f) coordination of curriculum of the project with local, state and federal agencies
g) maintaining communication with community agencies and associations
h) coordination of the evaluation component with local, state, and federal agencies

Responsible for:

a) developing the annual Career Education curriculum and evaluation budget K-14
b) working with appropriate Career Education staff members on problems related to curriculum and instruction, selection of materials, methods of presenting materials and problems of securing materials

Administrative (continued)

c) representing the Pinellas County Career Education project as requested
d) reviewing and/or revision of job description for supervisor of curriculum and evaluation position
e) writing proposals and projects for funding
f) representing Career Education at the VTAE supervisor's meetings
g) developing the curriculum cost information model for Career Education Curriculum K-14
h) developing a plan for the final report

. . . . . develop annual M.B.O.'s in accordance with the established MBO system for Supervisor of Curriculum and Evaluation position

. . . . . communicate on a regular basis with Career Education pilot school principals and/or their appointed Career Education contact persons for data collected and feedback

. . . . . submit monthly reports on the Curriculum and Evaluation Components K-14 to Director of Career Education

. . . . . participate in appropriate local K-14 curriculum meetings

. . . . . attend county staff development days for business education

2. Instructional Services
. . . . . in collaboration with the Career Education Director and staff, and personnel of participating schools

Participates in:
a) organizing ways of selecting instructional materials and supplies
b) developing budgets for instructional materials and supplies
c) organizing and maintaining a system for dissemination of instructional materials
d) providing basic and ongoing workshops for career education school staffs
e) cooperatively providing workshops and/or seminars for staff development components
f) recommending broad objectives for education as it interfaces with Career Education
g) conducting evaluation inservice programs for pilot school staffs as required

Instructional Services (continued)

Responsible for:

a) organizing and assimilating facts about all instructional programs in the school system for the purpose of relating them to Career Education
b) selecting instructional materials and supplies
c) providing a standard set of objectives for Career Education curriculum accreditation
d) providing information to the Director relevant to evaluation of instructional programs in the pilot schools
e) serving principals and Career Education contact persons in pilot schools, as requested, in matters related to evaluation procedures, results, etc.
f) developing and implementing a plan for internal evaluation of the Pinellas County Career Education Program

. . . . . participate in local, state, and national meetings, for updating professional skills and information

. . . . . review instruments and evaluation designs of other projects for information and for updating skills

. . . . . reviewing and evaluating instructional materials and supplies for Career Education

. . . . . maintains contact with the Research, Evaluation and Planning staff to determine how Career Education Evaluation plans interface with other county evaluation activities

. . . . . coordinates evaluation activities with the third-party evaluator as required

3. Curriculum Development:

. . . . . in collaboration with the Director and staff or Career Education

Participates in:

a) improving curriculum in Career Education K1-14
b) selecting and purchasing instructional media for Career Education K-14
c) providing a standard set of objectives for curriculum
d) developing a needs-assessment program for Career Education
e) establishing program priorities

Curriculum Development (continued)

f) developing Career Education media procedures
g) recommending curriculum needs

Responsible for:
a) defining Career Education goals in curriculum development
b) planning Career Education curriculum needs in Elementary and Secondary, and Post-Secondary programs
c) assisting principals in monitoring the Career Education Program
d) developing Career Education evaluation procedure simultaneously with curriculum in consultation with research, evaluation and planning

. . . . . coordinate the Career Education Curriculum program on elementary, secondary and post-secondary levels

. . . . . review and evaluate curriculum materials already developed in all clusters in Career Education

. . . . . review research related to Career Education Curriculum development

. . . . . cooperate with teachers K-14 in reviewing existing curriculum for areas when Career Education materials may be used

. . . . . plan inservice workshops for development of activities for the Career Activity Book (CAB) for all clusters

. . . . . develop materials for implementing the eight elements of Career Education within a planned articulation scheme

. . . . . cooperate with Career Education staff in planning for development of curriculum, implementation, and evaluation of the activities

. . . . . cooperate with community in obtaining career information and materials for curriculum development

. . . . . plan for dissemination of curriculum materials as they are developed

4. Staff Development
. . . . . in collaboration with the Career Education Director and staff

Staff Development (continued)

Participates in:
a) developing a district-wide Career Education staff development plan
b) developing staff development components for all components of Career Education

5. Evaluation

. . . . . in collaboration with the Career Education Director and staff

Responsible for:
a) developing a comprehensive plan including goals and objectives, methods, and evaluation procedures for the Career Education program
b) conducting the evaluation program
c) coordinating evaluation activities with Research, Evaluation and Planning as well as with third party evaluators, as required
d) writing and disseminating the year-end report of program accomplishments

Training and Skills Needed:

Ability to work with various groups involved; interest in and an understanding of Career Education concepts; an understanding of different levels of education -- teaching experience in a variety of subjects and at different levels; ability to lead teachers in the development and revision of curriculum; ability to develop and write curriculum materials and to select resources; demonstrated competence in research and evaluation; maters's degree in education; several years teaching experience and work experience outside education.

In order to determine the groups needing inservice in career education. a survey was conducted. Five hundred survey instruments were mailed. The results reported are based on a return of 346 (69%). The survey instruments were sent to outstanding career education practitioners in Florida and to at least two in every other state. The survey instrument was in postcard form and requested respondents to list the groups of individuals most needing inservice in career education. Follow-up telephone calls were made to increase the percentage of returns. The survey generated 3,906 responses, an average of eleven per respondent. The results are listed in the following table:

Teachers K-12	346	(100%)
Principals	312	(90%)
Counselors	301	(87%)
Occupational Specialists (Florida only)	295	(85%)
Parents	273	(79%)
Subject Area Supervisors	261	(75%)
Board Members	240	(69%)
District Administrators	224	(65%)
State Department of Education	221	(64%)
Business-Industry-Labor	212	(61%)
Civic Organizations	197	(57%)
College Professors	190	(55%)
Educational Organizations (AASA, ASCD, Etc)	170	(49%)
Legislators	168	(48%)
Professional Organizations (AMA, ADA, Etc.)	119	(34%)
College or University Administrators	106	(31%)
Government Agencies	89	(26%)
Social Service Agencies	74	(21%)
Military	63	(18%)
Other general responses which could not be categorized in any of the above	45	(13%)
	3,906	

Results of this survey were used to validate priorities which had already been set in the project planning phase. One generalization seems quite clear - those needing inservice most are those working most closely with the students. (Teachers, principals, counselors, occupational specialists, parents and subject area supervisors). Second priority went to those charged with policy making and funding, with business, industry and labor taking the third general priority. Project staff agreed, for the most part, with the findings of the survey. Two notable exceptions being legislators and college or university personnel. These were ranked 10th and 11th by the Office of Career Education staff members.

The second major purpose of the project was to develop and compile lists of conceptual understandings and implementation competencies necessary for the successful performance of each category of personnel. A search of the literature from 1965 - 1975 provided listings of well over 500 such competencies for all categories. Center staff and interns removed absolute duplicates and retained a listing of 250. This "laundry list" of competencies was presented to a jury of persons identified as experts in career education for further reduction. After careful study and much deliberation the eleven member jury divided the identified competencies into three categories (1) competencies which provided for a people - centered focus to career education, (2) competencies which were needed to help teachers plan, implement and evaluate a people - centered career education program and (3) competencies needed to provide school-community activities which would provide increased resources to the career education instructional program. After untold hours and many revisions, the jury submitted a list of 25 competencies which it considered practical and usable in the development, revision, and/or validation of the inservice modules for career education interns.

The total list of competencies (567) is not included in this report. The reduced list of 250, the bibliography, and the finalized list appears on the following pages.

PARTIAL LIST OF COMPETENCIES

Lists of Career Education Competencies

1. Explain that there is inherent dignity in work.

2. Help the students develop self-confidence in their ability to fulfill task responsibilities.

3. Make the students aware of themselves and their present capabilities.

4. Be familiar with various resources available for career education.

5. Integrate life experiences of the teacher, students, parents, and available resource people in classroom instruction.

6. Provide student with "hands on" experiences to enhance and increase awareness and explore basic skills.

7. Help students with personal and social problems that hinder self-awareness.

8. Conduct field trips oriented to the world of work.

9. Explain the relationship between education and career plans.

10. Utilize business and industrial leaders as resource and advisory personnel.

11. Understand current concepts of career education and understand your school system's plan for implementing career education.

12. Relate the value of basic skills acquisition as a necessary foundation for future occupations.

13. Understand your role and the role of superiors and peer groups in career education.

14. Motivate the student towards thinking about careers.

15. Utilize community members professional, service, social, fraternal, and religious organizations for public relations services.

16. Involve students in planning their own unit activities.

17. Develop instructional materials related to career education.

18. Involve parents in the students' career development.

19. Relate the importance of work in the social and economic development of a society.

20. Develop career based programs for gifted students.

21. Evaluate your own teaching in relation to career education objectives.

22. Provide knowledge of the primary needs of man and examples of how they are met through careers.

23. Teach communication skills in work and inter-personal situations.

24. Teach appropriate interviewing techniques.

25. Have workable knowledge of audiovisual and teaching aids, expecially pertaining to life-centered activities and career education.

26. Formulate lessons and behavioral objectives related to career education.

27. Effectively carry out simulation and role playing in the classroom related to careers in job clusters.

28. Develop career based programs for disadvantaged students.

29. Create an awareness of changes in world of work.

30. Explain how making friends helps to develop a self-concept.

31. Explain new teaching methods being used in career education to parents and other concerned personnel.

32. Promote career education within the home by keeping the parents informed and involved.

33. Keep up to date with changing careers as new jobs are created and others become obsolete.

34. Evalua[illegible]ll resources of the school or community having input into th[illegible] career educational program.

35. Understand the job cluster concept and know how to use it.

36. Teach the concept of critical thinking in relation to the world of work or career development.

37. Relate to the student the necessity of employability skills.

38. Identify individual differences in students and be able to demonstrate their importance in terms of self-awareness and vocational guidance to the students.

39. Explain negative and positive personality traits involved in making friends.

40. Relate natural resources in relation to careers.

41. Explain how commonalities of career are interrelated.

42. Understand career development needs of students.

43. Teach the relationshop between time budgeting and the accomplishment of a job.

44. Stimulate student participation in discussions concerning characteristic similarities and differences of individuals.

45. Use the school and its staff to exemplify an immediate community showing career life styles.

46. Explain the influence of occupations on the development of life styles.

47. Discuss employer expectations using businesses in the community as examples.

48. Utilize information from interest and ability instruments.

49. Utilize guidance personnel to coordinate and/or provide community resources for instructional purposes.

50. Discuss techniques used by employers for selecting workers.

51. Select appropriate textbooks related to career education.

52. Explain theory of supply and demand of jobs and relate this to the decision making process.

53. Explain to the students why self interests are of value to this society.

54. Facilitate understanding that environment and individual potential interact to influence career development.

55. Stimulate discussion which points out the interrelations of employment, such as employer-employee relationships.

56. Explain job titles to the students.

57. Plan, formulate, and facilitate student evaluations of self in terms of career potential and interest.

58. Explain how hobbies reflect personal interests.

59. Evaluate student work in order to determine if the student is aware of his or her characteristics.

60. Explain sources of assistance available to the student for information acquisition.

61. Relate jobs to geographical areas.

62. Publish class or school newsletter and/or brochure on career education.

63. Be aware of sources of follow-up information on former students.

64. Be familiar with occupational information references such as DOT.

65. Moderate panel discussions on careers.

66. Identify the careers represented among the parents of your students.

67. Utilize learning activities that foster wholesome attitudes regarding the worth and function of work in all fields at all levels.

68. Understand the total career education program within your school district and identify your role in the total program.

69. Help students realize that responsibility and decision making are part of career development.

70. Identify people in the local community who are willing to talk to students about their occupations and keep a directory of contacts made.

71. Direct students in analyzing the direct relationship between competencies developed while in school and those needed in occupations as well as in citizen, avocational and family life roles.

72. Discuss with students the interdependence of occupations and how all work contributes to the effective functioning and well-being of society.

73. Utilize selected resource people in class to present career information closely allied to their occupational specialists.

74. Identify career awareness and/or exploratory resource material such as A.V. material, games, literature, etc.

75. Discuss and illustrate for students how people in various occupations also function in other life roles as well. (i.e., a citizen, family member and user of leisure time).

76. Conduct field trips for career awareness and/or exploration.

77. Direct students in identifying the tasks performed by people in various occupations.

78. Evaluate for classroom application, various sources of career information.

79. Involve the parents of class members in presenting information on their career.

80. Utilize career awareness and/or exploratory resource materials such as A.V. material, games, literature, etc.

81. Identify resources and/or services available from the community for enriching the career awareness and/or exploration programs.

82. Direct students in identifying careers that require some form of higher education.

83. Utilize career awareness and/or exploration teaching guides that have been developed.

84. Direct students in studying the occupations involved in the day-to-day operations of your local school system.

85. Direct students in identifying the physical and intellectual requirements of occupations related to subject matter units covered in class.

86. Direct students in identifying occupations that are compatible with their interests and abilities.

87. Distinguish for students relationships between occupations and avocations.

88. Identify for students the career opportunities related to subject matter units covered in class.

89. Direct students in developing a questionnaire appropriate for interviewing parents and others about what they do in their jobs.

90. Direct students in doing research on occupations that are of interest to them.

91. Direct students in analyzing the career cluster job family concept.

92. Direct students in making a task analysis of their parent's occupation or of others that are of special interest.

93. Direct students in analyzing how social interactions differ among various careers.

94. Provide for student discussion of their career aspirations.

95. Utilize "hands-on" or applied classroom projects in which the tasks of real workers are simulated.

96. Identifying those vocations that can become avocations and avocations that can and have become vocations.

97. Direct students in identifying the type of tools, clothes, material and equipment used by people in various occupations.

98. Work with guidance and counseling staff to implement and improve the career awareness and/or exploration program.

99. Help students recognize advantages of career planning.

100. Identifying careers that require a high school diploma or a GED.

101. Utilize vocational literature and data for class assignments.

102. Establish and maintain working relationships with local business, industrial and labor personnel in developing and improving career awareness and/or exploratory programs.

103. Utilize individualized instruction material developed for use in career awareness and/or exploration.

104. Utilize developed tests that measure the achievement of career awareness and/or exploratory objectives.

105. Direct students in assessing the life styles associated with various occupations.

106. Direct students in using classified ads to identify and describe occupations.

107. Utilize appropriate measuring devices to guide students in a self-understanding of their interests, attitudes and aptitudes as they relate to future career decisions.

108. Identify available tests that measure the achievement of career awareness and/or exploratory objectives.

109. Direct students in identifying the salary levels and working conditions of various occupations studied in subject matter units covered in class.

110. Develop tests that measure the achievement of career awareness and/or exploratory objectives.

111. Using the Dictionary of Occupational Titles (D.O.T.) to identify and describe occupations.

112. Identify appropriate measuring devices for students to use in assessing their interests, attitudes and aptitudes as they relate to future career decisions.

113. Direct students in obtaining information on manpower trends and needs from the local state employment services.

114. Identify for classroom application the national, regional, and local manpower trends and needs.

115. Understand and apply various theories of career development. (e.g., theories of Super, Holland, etc.)

116. Demonstrate the ability to orally communicate information on career education topics in a coherent and logical manner.

117. Demonstrate the ability to write career education curriculum in a logical, easily understood style with appropriate grammar and sentence structure.

118. Demonstrate the ability to comprehend and interpret a career education philosophy, goals and objectives.

119. Demonstrate the ability to read, comprehend, and interpret professional material in career education.

120. Demonstrate the ability to relate career education concepts to basic math.

121. Demonstrate an awareness of patterns of physical and social development in students which would effect career development.

122. Diagnose the entry knowledge and/or skill of students for a given set of instructional objectives using diagnostic tests, teacher observations, and student records.

123. Identify long-range Career Education goals for a given subject area.

124. Construct and sequence related short-range Career Education objectives for a given subject area.

125. Select, adapt, and/or develop instructional materials for a given set of instructional objectives and student learning needs in Career Education.

126. Select/develop and sequence related learning activities appropriate for a given set of instructional objectives and student learning needs in Career Education.

127. Establish rapport with students in the classroom by using verbal and/or visual motivational devices relating to Career Education.

128. Present directions for carrying out an instructional activity in Career Education.

129. Construct or assemble a classroom test to measure student performance according to criteria based upon Career Education objectives.

130. Establish a set of classroom routines and procedures for utilization of materials and physical movement that will facilitate career education activities.

131. Formulate a standard for student behavior in a "career oriented" classroom.

132. Identify causes of classroom misbehavior and employ a technique(s) for correcting that behavior in a "career oriented" classroom.

133. Identify and/or develop a system for keeping records of class and individual student progress in Career Education.

134. Counsel with students both individually and collectively concerning both their academic and career related needs.

135. Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of all workers.

136. Demonstrate instructional and social skills which assist students in developing a positive self-concept.

137. Demonstrate instructional and social skills which assist students in interacting constructively with their peers.

138. Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.

139. Apply the career education matrix to their local career education program.

140. Write behavioral objectives for career education.

141. Analyze individual and community needs and structure the curriculum and instruction to meet these needs.

142. Identify, secure, and utilize community resources.

143. Individualize instruction.

144. Collect and select appropriate career education materials.

145. Organize, conduct, and utilize field study.

146. Manage the classroom and related activities.

147. Understand, evaluate, and use occupation information.

148. Utilize community resources in the classroom.

149. Develop and use "hands-on" demonstrations in the classroom.

150. Communicate understandings of the world of work, nature of work, people's work needs, and employer expectations.

151. Develop positive attitudes toward work.

152. Work with advisory committees.

153. Demonstrate effective human relation skills and the ability to foster these in youth.

154. Personnel awareness and orientation.

155. Comprehensive planning by College.

156. Provide in-service training.

157. Time for staff development.

158. Use sound principles of public speaking.

159. Develop rationale for Career Education.

160. Identify local manpower needs.

161. Assist in planning a career education program.

162. Use a career education advisory committee.

163. Assist in determining long-range career education program objectives.

164. Assist in determining short-range career education program objectives.

165. Develop career education model for entire district.

166. Apply research to the career education program.

167. Coordinate the vocational education program(s) with total career education goals.

168. Coordinate the academic education program(s) with total career education goals.

169. Assist in developing vertical articulation into a complete career education program.

170. Involve students in planning/implementing career education program.

171. Conduct career education meetings, workshops, etc.

172. Plan and implement a career education inservice program.

173. Assist in evaluating the effectiveness of career education program.

174. Assist in conducting a student follow-up study.

175. Organize a student placement service.

176. Identify strategies and activities that will meet career education objectives.

177. Evaluate potential career education resources and materials.

178. Use materials available in state (LOOM, VIEW, Pro-CESS, PROJECT GROW, EMPLOYABILITY SKILLS, etc.)

179. Develop Career Education materials.

180. Use services of other professionals to support career education program.

181. Assist other teachers in organizing career education materials.

182. Develop bilingual career education materials when necessary.

183. Develop career education experiences for disadvantaged students.

184. Develop career education experiences for handicapped students.

185. Use variety of community resources.

186. Organize and direct individual and group field trips.

187. Conduct group discussions.

188. Stimulate learning through brainstorming and buzz group techniques.

189. Direct students in instructing other students.

190. Employ the techniques of role playing and simulation.

191. Direct student study of texts and references.

192. Direct student laboratory experience.

193. Direct students in applying problem-solving techniques.

194. Direct the project method.

195. Employ oral questioning techniques.

196. Employ reinforcement techniques.

197. Provide instruction for students with varying degrees of academic ability.

198. Demonstrate a manipulative skill.

199. Demonstrate a concept or principle.

200. Direct individualized instruction.

201. Conduct team teaching.

202. Present information using a subject matter expert (resource person).

203. Illustrate with bulletin boards.

204. Illustrate with models and real objects.

205. Present information with overhead projector.

206. Present information with filmstrips and slides.

207. Present information with films.

208. Present information with televised materials.

209. Direct programmed instruction.

210. Present information with the chalkboard.

211. Evaluate student performance in relation to career education objectives.

212. Supervise or administer the career education program.

213. Assist in preparing budget for career education program.

214. Manage resources such as time, money, materials, etc....

215. Assist in writing job descriptions of career education staff.

216. Write proposals for funding career education activities.

217. Maintain student progress records.

218. Assist occupational specialists and guidance counselors.

219. Assist students in receiving career guidance services.

220. Use individual and group career counselong techniques.

221. Assist students in making career decisions based on facts.

222. Establish a public relations and public information system.

223. Maintain good community relations.

224. Maintain positive working relationship with other individuals, organizations.

225. Hold a "Career Day" or other similar activities.

226. Organize a student "career" club.

227. Serve as occupational resource person for other teachers.

228. Develop a career education library.

229. Understand and use cooperative methods.

230. Use "hands-on" experiences.

231. Make career placement opportunities available.

232. Motivate students to explore career opportunities.

233. Assist students in applying learning to the world of work.

234. Assist students in understanding the free enterprise system.

235. Help students develop values that will benefit them personally.

236. Assist students in becoming aware of their interests, aptitudes and abilities.

237. Assist students in developing positive attitudes toward work.

238. Prepare students to succeed in their various life roles.

239. Provide exploratory experiences in various occupations.

240. Assist students in recognizing the social/economic benefits of careers.

241. Guide students through career education experiences.

242. Provide experiences to make students aware of various occupations.

243. Assist students in recognizing the educational requirements of various occupations.

244. Assist students in understanding the relationship between one's career and lifestyle.

245. Prepare students to enter an occupation or job.

246. Prepare students with employability skills to maintain and advance in an occupation.

247. Assist students in developing career decision-making skills.

248. Assist students in developing responsibility for their own career development.

249. Infuse the career education concept into the traditional vocational program.

250. Provide career education experiences for students with various levels of ability.

Lists of Competencies - Pinellas County

KINDERGARTEN

In order to fuse career education concepts into the student's learning environment, the kindergarten teacher must be able to:

1. Identify the rights and responsibilities of students at home and in school.
2. Analyze the importance of each person in the functional family unit.
3. Identify the jobs of home members and school personnel.
4. Demonstrate the need to share and cooperate to complete tasks.
5. Identify cause and effect in making decisions.
6. Analyze and identify within the home unit: What is available, needed, wanted or luxury.
7. Analyze and relate work role in the home and similar work roles in the school and community.
8. Identify and relate tools to different careers.
9. Design and implement experiential learning activities which will enable students to achieve the same competencies.

GRADE ONE

In order to fuse career education concepts into the student's learning environment, the grade one teacher must be able to:

1. Demonstrate the importance of a positive self-concept.
2. Demonstrate appreciation of work roles of all individuals in the home and school setting.
3. Analyze home and school jobs and relate them to community functions.
4. Demonstrate the ability to work with others, develop and follow rules, accept direction, and accept responsibility.
5. Identify consequences of personal decision-making.
6. Demonstrate an understanding of the exchange of goods and services.
7. Analyze and state similarities and differences between home roles, school roles, and community roles.
8. Identify the function of school and relate the mastery of subject matter to careers.
9. Design and implement experiential learning activities which will enable students to achieve the same competencies.

GRADE TWO

In order to fuse career education concepts into the student's learning environment, the grade two teacher must be able to:

1. Analyze the capabilities and limitations of individual students.
2. Demonstrate the importance of getting along with other people.
3. Identify jobs necessary to maintain home, school and community, and relate interdependency of these jobs.
4. Identify interaction styles that contribute to individual and group goals.
5. Identify alternative solutions to problems.
6. Demonstrate the understanding of the money exchange system vs. the barter system.
7. Relate basic skill development to real life jobs in the community.
8. Identify various communication skills and their effect on future career choice and resulting life-style.
9. Design and implement experiential learning activities which will enable students to achieve the same competencies.

GRADE THREE

In order to fuse career education concepts into the student's learning environment, the grade three teacher must be able to:

1. Analyze student attitudes toward learning tools, skills, and their value in achieving individual student goals.
2. Identify the contributions of community work roles to society.
3. Analyze and compare local jobs with jobs in general.
4. Identify methods to be used in resolving personal conflict between individual and group goals.
5. Identify steps of the decision-making process.
6. Identify how the monetary system works.
7. Identify similarities and differences between life roles and learned skills.
8. Analyze the use of academic skills and relate effect on future career choice and resulting life-style.
9. Design and implement experiential learning activities which will enable students to achieve the same competencies.

GRADE FOUR

In order to fuse career education concepts into the student's learning environment, the grade four teacher must be able to:

1. Relate the mastery of educational skills to individual student success in careers.
2. Analyze the wage earner's job and how it affects the home and family unit.
3. Group jobs in clusters according to similarity of skills required.
4. Participate actively in groups to contribute to individual and group goals.
5. Analyze the need for personal goals in making decisions concerning life-style.

6. Identify the processes of production and distribution of goods and services.
7. Identify similarities and differences between life roles and learned skills.
8. Relate the extension of energy through simple machines.
9. Design and implement experiential learning activities which will enable students to achieve the same competencies.

GRADE FIVE

In order to fuse career education concepts into the student's learning environment, the grade five teacher must be able to:

1. Identify individual worker's rights and responsibilities.
2. Analyze different work roles and list advantages and disadvantages.
3. Identify the impact of career clusters on life-styles.
4. Identify relationships between the school environment and society.
5. Apply the decision-making process to school-related problems.
6. Identify factors affecting the law of supply and demand.
7. Analyze the relationships between individual, environment, and work roles of selected adults.
8. Analyze the process of mass production.
9. Design and implement experiential learning activities which will enable students to achieve the same competencies.

GRADE SIX

In order to fuse career education concepts into the student's learning environment, the grade six teacher must be able to:

1. Analyze career clusters and relate them to student strengths and weaknesses.
2. Identify the relationship between occupations and personal growth and development of the individual.
3. Compare the individual's role in society and it's effect on increased personal satisfaction and improved group achievement and morale.
4. Recognize abilities and skills required for various career clusters.
5. Apply the decision-making process to home and social problems.
6. Relate specialization and interdependence of society.
7. Analyze the relationships between people and relate to accomplishment of tasks.
8. Identify processes used in research and how simple machines are combined to produce complex machinery.
9. Design and implement experiential learning activities which will enable students to achieve the same competencies.

GRADE SEVEN

In order to fuse career education concepts into the student's learning environment, the grade seven teacher must be able to:

1. Relate career clusters to individual's interests and abilities.
2. Demonstrate appreciation for all forms of work and related endeavors.
3. Analyze relationships between attitudes, values, and career clusters.
4. Understand social and personal relationships and relate to effect on employment.
5. Analyze long and short range effects of different alternatives to problems.
6. Identify concepts of management of finances.
7. Identify values as they relate to life-styles.
8. Analyze and identify tools and processes used in research in the physical sciences and selected career choices.
9. Design and implement experiential learning activities which will enable students to achieve the same competencies.

GRADE EIGHT

In order to fuse career education concepts into the student's learning environment, the grade eight teacher must be able to:

1. Demonstrate self-perception of abilities and interests as related to actual career requirements.
2. Analyze the impact of work in one's life and the resulting need to make a meaningful career choice.
3. Identify the relationship between individual interests, abilities, and career clusters.
4. Identify desirable personal and social interaction skills needed in various career clusters.
5. Apply decision-making processes to study of careers.
6. Identify economic potential as related to career clusters.
7. Identify present life-style and relate to conditions which determine that life-style.
8. Use basic tools found in career clusters.
9. Design and implement experiential learning activities which will enable students to achieve the same competencies.

GRADE NINE

In order to fuse career education concepts into the student's learning environment, the grade nine teacher must be able to:

1. Demonstrate awareness of reality in terms of individual's abilities and future potential.
2. Relate attitudes to specific or related job clusters.

3. Analyze career clusters and related specific courses.
4. Identify the skills necessary to acquire, maintain, and progress in the world of work.
5. Analyze previous career decisions based on counseling, work experience, and all other pertinent information.
6. Analyze economic tools (tables, graphs, and charts) used by consumers.
7. Demonstrate a knowledge of determining tentative personal schedules to acquire necessary and desired skills of a special nature.
8. Identify necessary skills and processes with selected career clusters.
9. Design and implement experiential learning activities which will enable students to achieve the same competencies.

GRADE TEN

In order to fuse career education concepts into the student's learning environment, the grade ten teacher must be able to:

1. Analyze the influence of other's values on individual students.
2. Analyze the importance of careers and relate what each contributes to society.
3. Explore the career clusters related to interests, values and abilities.
4. Analyze personal and social interaction skills related to indepth study of one career cluster.
5. Analyze a career cluster in depth.
6. Relate legal and financial consideration to career clusters in general.
7. Identify special skills needed for predicted or desired lifestyle.
8. Analyze individual abilities and interests with skills and processes needed in career clusters.
9. Design and implement experiential learning activities which will enable students to achieve the same competencies.

GRADE ELEVEN

In order to fuse career education concepts into the student's learning environment, the grade eleven teacher must be able to:

1. Modify and/or accept differences between personal values and the influence of others on career choices.
2. Select a career based on individual interests, attitudes, values and education.
3. Identify abilities necessary in selected career choices.
4. Identify employability skills necessary and alternatives for job placement for a chosen career.

5. Demonstrate making a tentative career choice.
6. Relate the relationship of legal and financial considerations, to a specific career cluster and personal and family matters.
7. Assess student skills and related personal plan for obtaining necessary skills to support a specific career choice.
8. Demonstrate the knowledge of skill development needs which are basic to the chosen career cluster.
9. Design and implement experiential learning activities which will enable students to achieve the same competencies.

GRADE TWELVE

In order to fuse career education concepts into the student's learning environment, the grade twelve teacher must be able to:

1. Demonstrate self-confidence in career choice.
2. Identify the specific tasks required within selected job clusters.
3. Demonstrate knowledge of techniques in reassessing abilities,
4. Explore alternatives for job placement through work experience.
5. Demonstrate awareness that career decisions are flexible at the expense of time, effort and money.
6. Relate the financial and legal restrictions that govern and protect workers to various roles assumed in the economy.
7. Demonstrate knowledge of necessary skills needed to support a chosen life-style.
8. Identify skills basic to mastery of a career cluster.
9. Design and implement experiential learning activities which will enable students to achieve the same competencies.

GRADE THIRTEEN

In order to fuse career education concepts into the student's learning environment, the grade thirteen teacher must be able to:

1. Demonstrate the ability to apply self-awareness experiences to assure success in a career and life-style plan.
2. Analyze careers and relate them to resulting life-style and student goals.
3. Demonstrate techniques of redirecting and reassessing career choices through counseling and guidance, and survey courses in career clusters.
4. Demonstrate through work experience knowledge of employability skills.
5. Formulate a plan for in-depth study of a selected career cluster.
6. Apply knowledge of economic responsibilities to career decisions.
7. Identify educational experiences with applied experiences in various careers.
8. Analyze functioning at acceptable levels of competency as established by a chosen career.
9. Design and implement experiential learning activities which will enable students to achieve the same competencies.

GRADE FOURTEEN

In order to fuse career education concepts into the student's learning environment, the grade fourteen teacher must be able to:

1. Demonstrate knowledge of how to function within a chosen career as a self-sufficient, happy citizen.
2. Demonstrate integration of careers and life-styles of individuals in society.
3. Identify and demonstrate understanding of life-styles as related to advancement in career choice.
4. Demonstrate integration of knowledges and experiences into a planned career.
5. Organize and apply resources to a career.
6. Project economic implications of career decisions to a chosen future life-style.
7. Demonstrate techniques of formulating future career options.
8. Demonstrate proficiency of a chosen career as established by certification.
9. Design and implement experiential learning activities which will enable students to achieve the same competencies.

PINELLAS COUNTY
CAREER EDUCATION PERSONNEL TRAINING CENTER

LIST OF FINALIZED COMPETENCIES

1. The intern provides student-centered career education activities.

2. The intern plans interchanges between students and adults so that attitudes and values relating to careers can be expressed and examined.

3. The intern includes, in the regular instructional program, opportunities for learning career development skills.

4. The intern provides students direct experiences with resource people from the world of work, and with opportunity to ask appropriate questions, organize, analyze, and share the findings.

5. The intern utilizes instructional support systems (counselors, administration, occupational specialists, curriculum assistants, and media specialists) to help plan, implement and evaluate career education activities.

6. The intern uses available curriculum guides to infuse and stress relationships among various disciplines of knowledge, careers, and life-styles.

7. The intern organizes information about accessible community resources in a centralized file.

8. The intern keeps records of the career development activities of all students.

9. The intern understands and relates career education activities to school functions and policies.

10. The intern is qualified to provide inservice in career education to other teachers.

11. The intern's school-community contacts brings increased resources to the instructional program.

12 The intern communicates with parents about curricular goals and activities relating to career education as well as the career development progress of students.

13. The intern organizes parental involvement in the career education program.

14. The intern organized an advisory committee to assist in designing and implementing career education activities.

15. The intern communicates career education activities to the community through appropriate media.

16. The intern assists the regular school staff in working toward career education goals.

17. The intern has learned to apply effective methods in relating career education to subject matter being taught.

18. The intern readily shares problems relating to implementation of career education with superiors.

19. The intern readily shares ideas and accomplishments relating to career education with other teachers.

20. The intern involves students in planning for instruction which relates to their own career development.

21. The intern makes maximum use of competencies and resources in developing systems whereby they improve the delivery of career education concepts to students.

22. The intern plans inservice to refocus educational priorities and activities in the area of career development.

23. The intern implements inservice for other staff members.

24. The intern understands the basics of process and product evaluation of career education.

25. The intern is able to develop and classify career education curriculum materials which demonstrate the relationship between their area of education and careers for use by other educators.

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Purpose number three was to assemble a repertoire of validated techniques and strategies to be utilized at one or more training sites as demonstrations of methods whereby various categories of personnel could be brought up to operational levels of competence and understanding.

Since the survey conducted in the fall of 1975 showed 5 top priorities, the staff decided to concentrate on the development of inservice modules which would meet the needs of teachers, principals, counselors, occupational specialists, and parents. Modules were also designed to provide participants with the important competencies identified.

The first step toward module development was to validate the competencies identified by having the interns and supervising teachers respond to the list on an individual basis. The individual sessions brought forth few suggestions for minor changes. The revisions were made and a meeting involving Office of Career Education staff members, Center staff, and the eleven-member jury originally involved in identification of the competencies. The task of this group was to suggest activities and resources which would assist interns in obtaining the competencies needed. The following list of suggested experiences and resource persons resulted from this brainstorming session.

INTERN EXPERIENCES

INTERN EXPERIENCES

TOPIC	RESOURCE(S)
Modules on Generic Teaching Competencies	Dr. Frank Natter, Florida State University Mr. Don Rosenberger, Supervisor Center Staff Mr. Gary Kilroy, Supervisor Guidance Career Education Dr. Marie Charles, Supervisor Curriculum Career Education
The Myers-Briggs Personality Typology - Understanding & Using with Students	Dr. Mary H. McCaulley, University of Florida
The Pinellas Plan for Comprehensive Career Education	Mrs. Myrtle Hunt, Director Career Education
Career Education Legislation, State and Federal	Mrs. Myrtle Hunt, Director Career Education Mr. Bill Rennie, Supervisor Secondary Career Education
Public School Finance and Career Education in Florida	Mrs. Myrtle Hunt, Director Career Education
Public School Law and Career Education in Florida	Dr. Calvin Craig, University of South Florida
University of South Florida "Task Force on Career Education"	Dr. Wade Burley, University of South Florida
University of South Florida "Educational Planning Council for Career Education"	Dr. William Dannenberg, University of South Florida
Continuing Internship Programs	Dr. Wade Burley, University of South Florida Dr. Molly Ransbury, Eckerd College
Career Education Pinellas County Staff Development Plan	Mr. Gordon Young, Director Staff Development Pinellas County
The Professional Semester - "A New Approach to Preservice Teacher Education."	Dr. Hubert Wolfe, Colorado State University

TOPIC	RESOURCE(S)
The Sarasota-Manatee-University of South Florida Consortium for Career Education	Dr. James Selman, Manatee Jr. College
The Broward-Orange-Pinellas Consortium for Career Education	Mrs. Myrtle Hunt, Director Career Education Mr. Bill Rennie, Supervisor Secondary Career Education Mr. Bill Ripley, Coordinator Career Development Programs, Orange County Schools Mrs. Anne McMichael, Curriculum Specialist Career Education, Broward County Schools
Knowing Your Community and Its Resources	Mr. Robert Massie, Sr. and other members of the Business and Industry Career Education Advisory Committee
Using Community Resources in the School	Mr. Kenneth Watson, Director Volunteers/ Accreditation, Pinellas County Schools
Taking the Classroom to the Community	Mr. Arthur Pulver, Director Risk Management, Pinellas County Schools
Assessing and Exploring Community Resources	National Alliance of Businessmen
Managing Public Relations and Public Information	Mr. Daniel McAuliffe, Administrative Assistant of Communications, Pinellas County Schools
What is Career Education	Mr. Don Rosenberger, Supervisor Center Staff All District Career Education Staff Members
The History of Career Education	Mr. Don Rosenberger, Supervisor Center Staff All District Career Education Staff Members
The Need for Career Education	Mr. Don Rosenberger, Supervisor Center Staff All District Career Education Staff Members

TOPIC	RESOURCE(S)
Career Education Elements and Occupational Clustering	Mr. Don Rosenberger, Supervisor Center Staff All District Career Education Staff Members
The COST/CAB INSTRUCTIONAL System in Career Education	Mr. Don Rosenberger, Supervisor Center Staff All District Career Education Staff Members
Guidance Strategies in Career Education	Mr. Gary Kilroy, Supervisor Guidance Services for Career Education
Career Education in the Elementary School	Mr. Don Rosenberger, Supervisor Center Staff
Career Exploration in the Elementary School	Mr. Carmen Christiano, Vocational Teacher-Consultant, Center Staff Mr. Ray Holt, Hillsborough County Museum (Sculptor)
Career Education in the Elementary Curriculum	Mr. Don Rosenberger, Supervisor Center Staff Mr. Carmen Christiano, Teacher-Consultant Center Staff Dr. Marie Charles, Supervisor of Curriculum, Career Education Mr. Richard Brady, Curriculum Assistant, Campbell Park Elementary School Mrs. Mary Zeph, Assistant Superintendent, Elementary Education, Pinellas County Schools
Career Education and the Elementary Counselor	Mrs. Carol Payne, Counselor, Lynch Elementary School Ms. Ann McLaughlin, Counselor, Lakeview Elementary School Dr. Harry Danielson, Supervisor of Guidance, Pinellas County Schools
Career Education and the Elementary Occupational Specialist	Mrs. Peggy Upton, Occupational Specialist, Campbell Park Elementary School Mrs. Marilyn Sapperstein, Occupational Specialist, Eisenhower Elementary School
Career Education and the Elementary Teacher	Elementary Teachers from Career Education Pilot Schools in Pinellas County

TOPIC	RESOURCE(S)
Career Education and Elementary Media Specialist	Elementary Media Specialists from Career Education Pilot Schools in Pinellas County
Career Education and the Elementary Principal	Mr. Leonard Summers, Principal, Campbell Park Elementary School Mr. Robert Bouffard, Principal, Lynch Elementary School
Career Education in the Middle School	Mr. Bill Rennie, Supervisor Secondary Career Education
Career Exploration in the Middle School and the Pre-Vocational Wheel	Mr. Allen Geyer, Curriculum Assistant, Azalea Middle School
Career Education and Middle School Curriculum	Mr. Allen Geyer, Curriculum Assistant, Azalea Middle School Dr. Shelby Kidel, Curriculum Assistant, Tyrone Middle School Dr. Marie Charles, Supervisor Curriculum Career Education Dr. Claire Sullivan, Assistant Superintendent, Secondary Education, Pinellas County Schools
Career Education and the Middle School Counselor	Mr. Gary Kilroy, Supervisor of Guidance Services, Career Education Mr. Richard Di Noia, Supervisor of Placement and Follow-Up, Career Education Mr. Kenneth Zopf, Guidance Counselor, Dunedin Sr. High School
Career Education and the Middle School Occupational Specialist	Mrs. Nadine Alliston, Occupational Specialist, Tyrone Middle School Mrs. Rose Irwin, Occupational Specialist, 16th Street Middle School
Career Education and the Middle School Principal	Mr. Scotty East, Principal, Azalea Middle School Mr. John Russell, Principal, Tyrone Middle School Mr. Robert Burke, Principal, Safety Harbor Middle School
Career Education and the Middle School Teacher	Middle School Teachers from Career Education Pilot Schools in Pinellas County

TOPIC	RESOURCE(S)
Career Education and the Middle School Media Specialist	Media Specialists from Career Education Pilot Middle Schools in Pinellas County
Career Education in the Senior High School	Mr. Bill Rennie, Supervisor Secondary Career Education
Career Education in the Senior High School Curriculum	Mr. Bill Rennie, Supervisor Secondary Career Education Dr. Marie Charles, Supervisor Curriculum for Career Education Dr. Claire Sullivan, Assistant Superintendent, Secondary Education, Pinellas County Schools Mr. James Watters, Social Studies Teacher, Dunedin Senior High School Mr. Richard Mignerey, Mathematics Teacher, Dunedin Senior High School Mrs. Martha Brincklow, Fire Arts and Humanities Teacher, Dunedin Senior High School Ms. Barbara Duggar, Communication and Media Teacher, Seminole Senior High School Ms. Marsha Whittington, Communications and Media Teacher, Clearwater Senior High School Ms. Dianne Comstock, Foreign Language Teacher, St. Petersburg Senior High School
Career Education and the Secondary Counselor	Mr. Kenneth Zopf, Counselor, Dunedin Senior High School Ms. Evelyn Wood, Counselor Largo Senior High School Mr. Gary Kilroy, Supervisor Guidance Services for Career Education Dr. Fred Hoffman, Assistant Superintendent, Pupil Services, Pinellas County
Career Education and the Secondary Occupational Specialist	Mrs. Phyllis Roemer, Occupational Specialist, Dunedin Senior High School Mr. Jack Hatfield, Occupational Specialist, Dixie Hollins Senior High School
Career Education and the Secondary School Principal	Mr. Francis Freeman, Principal, Dunedin Senior High School

TOPIC	RESOURCE(S)
Secondary Career Education and the Community	Mr. Harmon Eason, BOP Career Education Steering Committee
Cooperative Vocational Education Programs and Career Education	Vocational Coordinators and Supervisors Pinellas County Schools Mr. Jack Shumate, Assistant Superintendent, VTAE, Pinellas County Schools
Experience Based Career Education/ or Community Based Career Education	Mrs. Myrtle Hunt, Director Career Education Mr. Bill Rennie, Supervisor Secondary Career Education Dr. Ralph Baker, Far West Laboratory, San Francisco, California
Executive Internship Program and Career Education	Ms. Lucy Peterson, Supervisor, Executive Internship Program, Pinellas County
Matriculation - What's Ahead for Pinellas County Students	Mr. Robert Hesse, Occupational and Information Specialist, Pinellas County Schools Mr. Rex Gaugh, Director, Pinellas Vocational-Technical Institute Ms. Gloria Shumate, Assistant Director, City Center for Learning Mrs. Helen Meeth, Director, Mirror Lake Adult High School Mr. Wendell Gingrich, Principal, Tomlinson Adult Education Center Dr. Michael Bennett, President, St. Petersburg Junior College Dr. Wade Burley, University of South Florida, Tampa. Florida Dr. Billy Wireman, President, Eckerd College, St. Petersburg, Florida
The Career Resource Center Project	Mr. Clarence Givens, Director, Southside Alternative School
The "Time-Out" Room Project and Career Education	Dr. Robert Klein, Supervisor of Psychologists, Pinellas County Schools
Project SUCCESS Environment and Career Education	Mr. Nick Mystic, Director. Project SUCCESS
Project SELF	Mr. David Brown, Director, Project SELF
Pupil Services Demonstration Project and Career Education	Dr. Ralph Bailey, Director, Child Study Center, Pinellas County Schools

TOPIC	RESOURCE(S)
Values Clarification Techniques in Career Education	Mrs. Caroline Fenderson, Counselor, North Ward Elementary School
Values Clarification Workshop	Marianne Simon, Lecturer and Educator, Values Clarification
Values Clarification Seminar	Dr. Sidney Simon, Professor at the University of Massachusetts.
Magic Circle and Career Education	Mrs. Carol Payne, Counselor, Lynch Elementary School
The Valuing Approach to Career Education	Mr. Gary Kilroy, Supervisor of Guidance Services, Career Education
Yellow-Brick Road	Mr. Gary Kilroy, Supervisor of Guidance Services, Career Education
Project GROW	Mr. Gary Kilroy, Supervisor of Guidance Services, Career Education
Employability Skills Project	Mr. Gary Kilroy, Supervisor of Guidance Services, Career Education
Teacher Self-Renewal and the Mainstreaming Project	Mrs. Barbara Vanlandingham, Director Mainstreaming Project
Talents Unlimited Project and Career Education	Ms. Ann McLaughlin, Pinellas County Trainer
Placement and Follow-Up and Career Education	Mr. Richard Di Noia, Supervisor Placement and Follow-Up, Career Education
Race and Sex Stereotyping in Career Education	Dr. Marie Charles, Supervisor of Evaluation, Career Education Mr. Gary Kilroy, Supervisor of Guidance Services, Career Education
Career Education for the Exceptional Student	Dr. Robert Lavely, Principal, Nina Harris Exceptional Student Center Mr. Paul Stephens, Director, Exceptional Student Education, Pinellas County Mrs. Judy Birge, Counselor, 16th Street Middle School Dr. Dorothy Sikes, University of South Florida
Pinellas County Media Center Services	Mrs. Elizabeth Stephens, Director, Library Services, Pinellas County Schools

TOPIC	RESOURCE(S)
Use and Care of Audio-Visual Equipment	Mr. Carlton Hoffman, Director, Audio-Visual Services, Pinellas County Schools
Preparing Audio-Visual Materials	Mr. Carlton Hoffman, Director, Audio-Visual Services, Pinellas County Schools
Exploring Audio-Visual and other Career Education Materials	Center Staff
Using Video-Taping Equipment and Preparing Video-Tapes	Mr. Robert Anderton, Supervisor of Audio-Visual, Pinellas County Schools
Micro-Teaching in Career Education	Ms. Nancy Wilson, Supervisor Elementary Math, Pinellas County Schools
The ARt of Planning and Conducting Career Education Workshops	Dr. Margaret Ferqueron, Coordinator Career Education, State of Florida
Elementary Supervision and Career Education	Ms. Sally Benbow, Supervisor Elementary Math, Pinellas County Schools Mr. Martin Rainey, Supervisor Elementary Science, Pinellas County Schools Ms. Jeanne Freeze, Supervisor Social Studies, Pinellas County Schools Mrs. Jackie Blank, Supervisor of Reading/Language Arts, Pinellas County Schools
Secondary Supervision and Career Education	Mr. William Beggs, Supervisor of Science, Pinellas County Schools Ms. Alison Bellack, Supervisor Secondary Reading, Pinellas County Schools Ms. Melinda Brett, Supervisor Health Occupations, Pinellas County Schools Mrs. Fay Brooks, Supervisor Business Education, Pinellas County Schools Mr. William DeCroteau, Supervisor Industrial Arts, Pinellas County Schools Mr. William Forr, Supervisor Distributive and Cooperative Education, Pinellas County Schools

TOPIC	RESOURCE(S)
	Ms. Jeanne Freeze, Supervisor Social Studies, Pinellas County Schools Dr. Margaret Howell, Supervisor English, Pinellas County Schools Mrs. Bernice Johnson, Supervisor Learning/Disabilities, Pinellas County Schools Mr. Herbert Johnson, Supervisor Secondary Math, Pinellas County Schools Mr. William Oelslager, Supervisor Agricultural Education, Pinellas County Schools Ms. Mary Sanchez, Supervisor Foreign Language, Pinellas County Schools Dr. John Still, Supervisor Social Studies, Pinellas County Schools Ms. Phyllis Thurston, Supervisor Art, Pinellas County Schools Mrs. Frances Zenor, Supervisor Secondary Home Economics, Pinellas County Schools
The Role of the Home and Family in Career Education	Pinellas County Schools' Parent Advisory Council Members Pinellas County Council PTA Career Education Parent Advisory Committee
The Role of Business and Industry in Career Education	Mr. Dick Johnson, President Suncoast Chamber of Commerce Mr. Bob Rynearson, Chairman Career Education Committee of the Committee of 100 Mr. Howard Lindsey, Supervisor of Placement Services, Florida State Employment Services Mr. Bill Castoro, Director, Pinellas County Industrial Association Mr. Tom McLean, President, St. Petersburg Chamber of Commerce
Central Administration Looks at Career Education	Mr. John Blank, Executive Assistant Superintendent, Curriculum and Instruction Ms. Mary Zeph, Assistant Superintendent, Elementary Education Dr. Claire Sullivan, Assistant Superintendent, Secondary Education

TOPIC	RESOURCE(S)
	Mr. Jack Shumate, Assistant Superintendent, Vocational, Technical, and Adult Education Dr. Fred Hoffman, Assistant Superintendent, Pupil Services Mr. Paul Stephens, Director, Exceptional Student Education Mrs. Myrtle Hunt, Director Career Education Mr. Gordon Young, Supervisor, Staff Development
Supervising and Administering Career Education - the Problems, Frustrations and Joys	Dr. Margaret Ferqueron, Coordinator Career Education, State of Florida Mrs. Myrtle Hunt, Director Career Education Dr. Maria Charles, Supervisor Curriculum Mr. Don Rosenberger, Supervisor Center Staff Mr. Bill Rennie, Supervisor Secondary Mr. Gary Kilroy, Supervisor of Guidance Services Mr. Dick Di Noia, Supervisor of Placement and Follow-Up
Evaluating Career Education	Dr. Robert Lathrop, Florida State University Dr. Thomas Tocco, University South Florida Dr. Thomas Justiz, EPIC, Inc. Dr. Cliff Blair, University South Florida
Developing and Submitting Federal Project Proposals for Career Education Funding	Mr. Nat Clark, Director, Special Projects, Pinellas County Schools Mrs. Myrtle Hunt, Director Career Education
Module Writing Teams	All Career Education Staff All Center Staff Mrs. Judy Birge, Teacher, 16th Street Middle School Mrs. Peggy Upton, Occupational Specialist, Campbell Park Elementary School Supervising Teachers Career Education Interns

TOPIC	RESOURCE(S)
Art Work	Miss Candy Pham, Clerk Typist, Career Education
	Mrs. Molly Von Werder, Commercial Art Student of CETA Program
Module Reproduction	Mr. Don Rosenberger, Supervisor Center Staff
	Mr. Bill Rennie, Supervisor of Secondary, Career Education
	Dr. Marie Charles, Supervisor of Curriculum, Career Education
Conference Coordination	Mr. Don Rosenberger, Supervisor Center Staff
	Mr. Carmen Christiano, Teacher-Consultant, Center Staff
	Mrs. Ruth Dikman, Executive Secretary, Career Education
	Selected Interns
National Invitational Conference	Dr. Margaret Ferqueron, Coordinator Career Education, State of Florida
	Mrs. Myrtle Hunt, Director Career Education
	Mr. Don Rosenberger, Supervisor Center Staff
	Mr. Bill Rennie, Supervisor of Secondary, Career Education
	Dr. Marie Charles, Supervisor of Curriculum, Career Education
	Mr. Gary Kilroy, Supervisor of Guidance Services, Career Education
	Mr. Richard Di Noia, Supervisor Placement and Follow-Up, Career Education
	Mrs. Ruth Dikman, Executive Secretary, Career Education

None of the interns would ever be expected to participate in all of the listed experiences - but would be able to select those which they needed. The activities selected most often dealt with the following: generic teaching competencies, use of media and equipment (especially VTR) and business-industry involvement. Only five of the 24 interns appeared to need further assistance in their area of certification - for the most part, they were quite competent in the subjects they had chosen to teach.

Using the competencies identified and the activities and resources suggested the Office of Career Education and Center staff studied and revised existing inservice modules and then developed new modules to fill existing gaps. The following list of modules were addressed:

Inservice/Preservice Modules Developed FY 1975-1976:

1. An introduction to Career Education.
2. Planning and Implementation Strategies.
   A. Preparing your school (or District) for Career Education Implementation.

   B. Developing your school's (or District) Career Education Policies, Goals and Objectives.

   C. Needs Assessment in Career Education.

   D. Orienting the School (or District) to Career Education.

   E. Orienting the School (or District) to Career Education Processes and Resources.

   F. Orienting the School (or District) Curriculum Approaches and Articulation.
3. COST/CAB (Counselor, Occupational Specialist-Teacher/Career Activity Bank). Delivery system for fusing Career Education Elements and Clusters into the Existing Curriculum.
4. Selecting and Evaluating Resources for Career Education. A buyer's Guide and 3 Media Catalogs of Tested and Recommended Materials.
5. How to develop and fuse Career Education concepts into Traditional Curriculum.
   (A collection of field-tested elementary and secondary activities covering all subject areas).

6. Developing Career Education Forms and Evaluation Instruments.

7. Determining the Level of Implementation of Career Education in Your School (or District).

8. Placement and Follow-Up in your school (or District).

9. Developing Community Resources in Career Education.

10. Community Based Career Education - An Alternative for Secondary Education.

11. Using Parents as Resources in Career Education.

12. Career Education and the Exceptional Child.

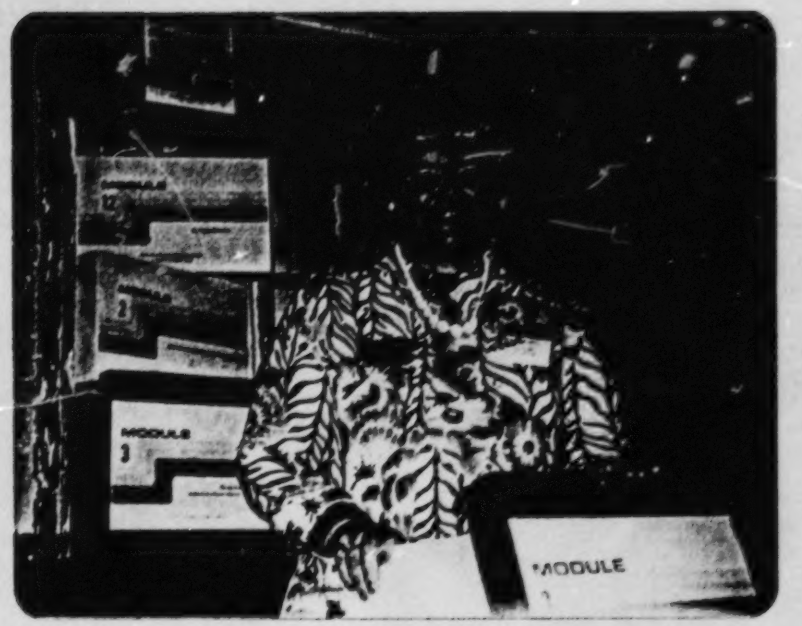
13. Career Education for the Gifted Student.

14. Race and Sex Bias in Career Education.

It is anticipated that all of the modules listed above will be reduced to no more than ten separate modules for packaging and dissemination purposes.

The modules were revised, developed and field-tested during the second semester. Working drafts which resulted from this effort were on exhibit at the Fifth Annual Career Education Conference in Tampa, May, 1976.

During the last two weeks in June, Center staff, assisted by the interns, held a 60 hour workshop designed to test the modules with teachers from other school districts in Florida. Results of this workshop indicated the need for major revisions in many of the modules. Since the project had not been refunded by the Office of Career Education in Washington, other sources of funding were sought but none were found. The modules will still be used in Pinellas County and as funds become available each will be revised.



Module #1 - An Introduction to Career Education
Module #2 - Planning and Implementing Career Education
Module #3 - COST/CAB Instructional Strategies
Module #4 - Selecting and Evaluating Resources for Career Education
Module #5 - The Fusion Process in Curriculum for Career Education
Module #6 - Career Education Forms and Evaluation Instruments
Module #7 - Determining the Level of Career Education Implementation
Module #8 - Placement and Follow-Up
Module #9 - Community Resources in Career Education
Module #10 - Experience Based Career Education
Module #11 - Involving Parents in Career Education
Module #12 - Career Education and the Exceptional Student
Module #13 - Career Education and the Gifted Student
Module #14 - Race and Sex Bias in Career Education

The fourth major purpose of the project was to establish a Center whose mission would be to demonstrate and diffuse the techniques and procedures for training and retraining career education personnel.

In an effort to assure accomplishment of these purposes, the Pinellas County Career Education staff established a Training Center at Belleair School in Clearwater, Florida in June, 1975. A two-week workshop was held for the purpose of preparing personnel to work in the Center and to plan strategies and implementation procedures for the Center. The Center staff was selected in July, and the Center was operational with fifteen full-time inservice interns in early September. A second Center was established at Jordan School in St. Petersburg in February, 1976. Both Centers were staffed and had the resources and equipment needed to assist all who requested inservice assistance in career education.

As was stated earlier in this report, the project staff attempted the examination of two additional questions (1) would the inservice interns in this project be more likely to be hired as full-time teachers than would their counterparts in a carefully matched control group, and (2) would the interns, after training and placement in schools not having career education before, be able to impact school staff and students significantly within the year.

Office of Career Education and Center staff hypothesized that the interns would be more likely hired full-time than would their counterparts in the control group and that the interns would not significantly impact school staff and students within the one-year project.

Obviously the total evaluation of this project lacked technical sophistication. However, the procedures used were above and beyond that which was called for in the grant application. Let us deal first with hypothesis number one:

> "Interns involved in the project would be hired as full-time educators more often than would their counterparts in the control sample."

SELECTION PROCESS

Both interns and control persons were selected in the same manner. Following is a list of criteria used in the selection process:

1. Application on file in the personnel office was complete and up-to-date.
2. Applicant held a valid Florida teaching certificate.
3. Applicant was unemployed, and currently seeking a teaching position with the Pinellas County Schools.

4. Applicants with the greatest potential for success in their field (as indicated by grade point average, recommendations, and personal interview ratings by the Pinellas County Personnel Department staff and the Office of Career Education staff) were selected.

5. No attempt was made to select or match on such variables as age, sex or ethnic background.

6. All other variables being equal, selections were made from areas of greatest surplus (i.e. elementary, social studies and language arts).

Originally fifteen interns and matching controls were selected. When individual interns were hired as full-time teachers, other sets (intern and control person) were selected using the same process as identified above.

A total of 24 interns and 24 control persons were selected. The following table shows the employment status of both groups as of September 15, 1976.

EMPLOYMENT STATUS - SEPTEMBER 15, 1976
INTERNS AND CONTROL GROUP

Intern Group	Employed Full-time in Education		Control Group	Employed Full-time in Education	
	Yes	No		Yes	No
Altman	X		Holmer	X	
Anagnos	X		Mitchell		Sub
Banks	X		Cook		X
Barber	X		Ford	X	
Bataille	X		Lushene		X
Brock	X		McMahon	X	
Burke	X		Chapman		X
Byars	X		Denas		Sub
Byrd	X		Nuccia		X
Comstock		Sub	Whidden		X
Edwards	X		Marceski	X	
Ettlie	X		Meese		X
Hummer	X		Valinko		X
Jones, S		X	Nestle		X
Jones, G	X		Christie		X
Leonard		X	O'Connor		X
Mosteferis		Sub	Jones		X
O'Brien		X	Evans		X
Parker	X		Butler		X
Penley	X		DeLuca		X
Satterfield	X		Sahler		X
Smith	X		Ford		Sub
Whittington	X		Bush	X	
Yuhaz	X		Wells		X

CHARACTERISTICS OF THE INTERN GROUP:

The group of 24 inservice interns consisted of twenty-two females and 2 males. (Male teachers, although interested in participating, declined when they found that the salary would only be $2.93 per hour - they could make a great deal more in almost any job.)

The youngest intern was 22 and the oldest 53. The mean age was 29. Fifty-eight percent were married (14), twenty-five percent (6) were single, and seventeen percent (4) were divorced. Sixty-three percent came from an urban background (cities over 20,000 population) and 37% from rural backgrounds or cities with populations under 20,000.

Forty-six percent (11) were elementary teachers, twenty-nine percent (7) were secondary and twenty-five percent (6) were middle school teachers. Areas of specialization included, mathematics, science, language arts K-12, music, business education, biology, counseling, learning disabilities, early childhood, speech, English, social studies and physical education.

Nearly 78% of the group reported "no paid work experience" outside the field of education. 8.5 percent had worked part-time, 5.7% had worked full-time for less than one year, 5.5% had worked full-time more than one year, but less than five, and 2.3% of the group had worked full-time more than five years outside education.

Of those having paid work experience, the largest percentage worked almost equally in three categories, (1) clerical and secretarial services, (2) customer services (sales and repairs) and (3) paraprofessionals in education. The fourth category was unskilled manual labor and the fifth, assembly-line work and machine operation.

The number of years of teaching experience ranged from 0 to 15 years. The average for the group was 2.3 years of experience under contract.

Those employed as full-time professionals in Pinellas Councy Schools following training in the project numbered thirteen (54%). Five (21%) are working as full-time paraprofessionals in Pinellas County Schools and 2 (.08%) are on Pinellas County's preferred substitute list and will be picked up as full-time teachers as openings become available in their field. One was appointed as Coordinator of a career education project at Eckerd College and one is employed as a Recreational Director for the City of St. Petersburg, Florida. The other two were terminated on June 30, 1976 and have subsequently accepted employment outside the field of education.

Most of those employed as full-time professionals after leaving the program were among the first 15 selected. They spent an average of 5.85 months or 877 hours in the program. (The least amount of time spent in the project by any participant was 2 months and the most was 10 months.) Those not employed as full-time professionals spent an average of 5.9 months or 885 hours in the program. The amount of time spent in the project did not differ significantly between the two groups. The average for the entire group of 24 was 5.8 months or 873 hours.

The 24 professionals selected as controls did not fare nearly as well. Of the control group only five (21%) were employed full-time as professional educators. Three (12%) were on the active preferred substitute list in Pinellas County, six (25%) were not in the work force, and ten (42%) were working either full or part-time in other unrelated occupations.

Based on these samples and the admittedly unsophisticated research methods used, it would appear that those inservice interns trained in the project had a significantly better chance of getting full-time teaching positions than their counterparts in the control group. (Nineteen (79%) of the experimental group as compared to five (21%) of the control group.)

SUBJECTIVE OBSERVATIONS

1. Length of time spent in the program did not appear to be a significant factor in influencing potential employment as a full-time professional educator.

2. Of those originally selected to participate in the program 13 of the first 15 (87%) were employed as full-time professional educators compared to only 14 or 58% of the total group. It would appear that entering the program early in the school year was advantageous.

3. The two teachers presently on the preferred substitute list received superior ratings and scored high in all evaluations. (One might conclude that they were not in the right place at the right time - principals did tend to hire, in nearly every case, an intern serving in the school when a vacancy occurred.)

4. In a normal year it is most likely that all interns would have been hired as full-time teachers. However, Pinellas County Schools suffered severe financial losses and considerably decreased enrollments for school year 1976-77.

5. Interns between 22 and 26 tended to be hired before those between 27 and 36. Those between 37 and 52 tended to be hired more often than those between 27 and 36.

6. Interns with work experience outside of education were hired full-time more often than those who had never worked outside of education.

7. Interns with 5 years or less of teaching experience tended to be hired before those with more experience - with one exception. The intern with 15 years of experience was among the first to be hired.

8. It takes some teachers an extra year to decide that teaching is not for them.

INSERVICE INTERNS

Patricia K. Altman
264-64-3995
9/75 - 12/75
Counselor-Oakhurst Elementary

Terry T. Anagnos
085-46-2800
9/75 - 11/75
Mathematics-Bay Point Middle

Sandra Banks
385-44-6782
9/75 - 12/75
Eisenhower Elementary

Jack Barber
262-90-1178
2/76 - 6/76
Time-Out room, Azalea Middle

Judith Bataille
404-48-9454
9/75 - 6/76
Eckerd College- Career
Education Project- English

John Brock
264-02-1488
11/75 - 4/76
Biology - Dunedin Sr. High

Lois Burke
269-42-4286
4/76 - 6/76
Para-Professional
Skyview Elementary

Susan Byars
229-30-5649
12/75 - 6/76
Para-Professional-Palmetto Elem.

Teresa Byrd
261-98-6611
9/75 - 2/76
Music-Montgomery, Alabama

Joy Comstock
157-24-2924
10/75 - 6/76
Elementary - Substitute

Marion Edwards
267-28-7344
4/76 - 6/76
Para-Professional-Starkey Elem.

Carol A. Ettlie
391-48-8975
9/75 - 2/76
Mathematics - Azalea Middle

Cindy R. Hummer
321-56-8081
9/75 - 10/75
Elementary-Madeira Bch. Elem.

Linda S. Jones
408-66-7078
4/76 - 6/76
Elementary - Terminated

Linda G. Jones
242-66-1882
10/75 - 6/76
Para-Professional-Sandy Lane Elem.

Lyndol R. Leonard
238-76-7333
4/76 - 6/76
Elementary - Terminated

Stacie A. Mosteferis
262-27-4610
9/22 - 6/76
Elementary - Substitute

Emily S. O'Brien
252-76-4011
9/22 - 6/76
English - St. Petersburg Rec. Dept.

Janice C. Parker
541-20-9214
11/75 - 6/76
Para-Professional-Skyview Elem.

Kathryn E. Penley
266-88-1641
2/76 - 5/76
Elementary - Tennessee

Dorothy L. Satterfield
436-66-1910
9/22 - 1/76
Elementary-Pinellas Park Elem.

Elizabeth A. Smith
234-76-6631
9/22 - 6/76
English - Dixie Sr. High

Marsha D. Whittington
262-11-6864
9/75 - 11/76
English- Clearwater Sr. High

Constance Yuhasz
266-88-8763
1/76 - 6/76
Business Ed.- Tarpon Springs Sr.

ECKERD COLLEGE PRESERVICE INTERNS

Barbara Kline
Mary Sutherland
Shelley Ward
Katherine Yates
Rebecca MacKinnon
Steven Barefield
Jeanna Smith
Sally Crater
Reginald Williams
Ann Hauch
Susan Hart
Richard Cardozo
Lynn Phillips
Karen Beasley
Leigh Hunter

The second hypothesis suggested was:

> "Interns placed in schools not having career education after training, would not significantly impact school staff and students within the year."

Schools and grade levels for this study were selected because they had interns in place at the time of the study. Nine schools and nine interns were involved. (3 elementary schools, 3 middle schools, and 3 high schools) Fourth, seventh and 11th grade students were used.

ELEMENTARY - FOURTH GRADE

A sample of 284 Pinellas County fourth graders representing three schools from different geographic locations was selected to participate. The sample was divided into control and experimental groups. The experimental students worked with a career education intern who infused career education concepts into the regular curriculum, brought in resource people, arranged field trips and used special career education media and activities. The control groups had no planned change in classroom activities. Median age for the experimental group was 9.65 and 9.71 for the control group. Fifty-five percent of the control group were male and 45% female. The control group consisted of 51% male and 49% female.

The results of the overall sample on each instrument are outlined below:

TABLE 1
Elementary - Fourth Grade

Instrument	Experimental	Control
Attitude Toward School*	18.0	17.1
Worker Titles*	30.1	24.4
Workers in Different Industries*	15.8	14.3
Economic Awareness*	8.4	7.9

*Differences between schools are larger than would have occurred by chance.

E-1 ATTITUDES TOWARD SCHOOL AND WORK

On an average students in the experimental group scored 18.0 positive responses out of a possible 20. The control group scored 17.1. Experimental students were especially positive about their ability to do well if they tried and found their teachers to be helpful. The control group felt less positive about their teachers being helpful and less sure of their own ability. Both groups were equally interested in learning to speak well, but the control group was more interested in learning how to write. The experimental group said they wanted to learn about jobs and ways to make money more often than did the control group. Forty percent of the students in the experimental group did not think that school subjects as a whole were fun. Fifty percent of the students in the control group did not think school subjects were fun. About twenty-five percent of both groups did not consider themselves "smart."

E-2 WORKER TITLES

Experimental students were able to name an average of 30.1 worker titles and the control group 24.4.

E-3 WORKERS IN DIFFERENT INDUSTRIES

Students in the experimental group averaged 15.8 correct responses while those in the control group averaged 14.3. Students in both groups scored better on questions concerning barber, maid and nurse and both groups did less well on questions concerning stock boy, postal employee, loan officer, counselor and reporter. (Over fifty percent of both groups thought that news reporters worked for the government).

E-4 KNOWLEDGE OF THE ECONOMIC SYSTEM

Experimental students scored eighty percent of the responses on this instrument correctly. Control students averaged seventy-two percent accuracy. Both groups of students were best informed on questions which tested application of their knowledge especially about government financing. Both groups were less well informed on questions formulated in a more general way.

The experimental group scored significantly better than the control group on all four tests in the battery.

MIDDLE SCHOOL - EIGHTH GRADE

A sample of 270 eighth grade students representing three middle schools from different geographic sections of the district was selected to participate in the study. The sample was divided into control and experimental groups. The experimental students worked with a career education intern who infused career education concepts into the regular curriculum, brought in resource persons, arranged field trips, and used special career education media and activities. The control group had no planned change in classroom activities. Median age for the experimental group was 13.7 and 13.5 for the control group. In terms of sex, both groups w[illegible] 55% male and 45% female. Results for each instrument are reported in the table below and summarized on the pages that follow.

MIDDLE SCHOOL - EIGHTH GRADE

Instrument	Experimental	Control
Attitude Toward School*	34.2	31.5
Worker Titles*	59.8	48.2
Most Preparation*	7.4	6.3
Least Preparation	5.9	6.1
Economics	16.6	16.4
Career Planning Activities	61.4	60.6
Communication About Careers*	55.0	51.4
Knowledge About Careers	67.7	68.5
Knowledge of General Career Information	44.8	43.7
Careers - No Interest	93.4	93.5
Careers - Interest	8.3	8.6
Considering Courses for a Career	14.3	13.9
Contacts - Teachers*	5.1	3.1
Contacts Counselors	2.3	2.5
Occupational Specialists*	5.8	2.2

*Differences between groups not likely to have occurred by chance.

M-1 ATTITUDES TOWARD SCHOOL

Students in the experimental group demonstrated a slightly more positive attitude toward school in general. Both groups believed that they could do well in school if they tried and very few want to drop out. A greater majority of those in the experimemtal group believed what they are now studying in school would help them later in a career. The groups were equally divided on responses relating to the learning of skills in school that can be used to make money. (Both groups were in favor!) Many students in both groups did not like school. The experimental group was slightly more positive about school. However, about half of each group would rather be working than studying (a finding which startled all of us). It probably indicates that approximately fifty percent of our middle school students are ready for some form of work experience or shadowing program.

M-2 WORKER TITLES

Students in the experimental group were able to list an average of 59.8 worker titles. This was considerably above the 48.8 average for the control group.

M-3a and b EDUCATION AND TRAINING PREPARATION

Students in the experimental group correctly identified 68% of the workers requiring the most preparation and were able to correctly identify 58% of the workers requiring the least amount of preparation. Control group students correctly identified 59% of those requiring the most preparation and 53% of those requiring the least.

M-4 KNOWLEDGE OF THE ECONOMIC SYSTEM

Both groups of students averaged about 80% correct on this test. (No significant differences between groups.) Both groups seemed to be least knowledgeable on a series of items which related the manner in which the market and price system work.

M-5 CAREER PLANNING ACTIVITIES CHECKLIST

No significant differences were found between experimental and control groups. Both groups of students reported considering aspects of future careers at least once a month. There was no evidence of a consistent, methodical plan to obtain career information on any regular basis.

M-6 COMMUNICATION ABOUT CAREERS

Students in the experimental group talked to each of the people listed on an average of once a month about careers. Control group students talked with others about careers somewhat less frequently, but reported talking to counselors and teachers more. The experimental group communicated with a wider variety of individuals, but got less information for school personnel.

M-7 KNOWLEDGE ABOUT A CAREER

This instrument produced no significant differences between the two groups. However, the control group scored slightly higher than the experimental group. Students from both groups felt that they knew "something" about the general aspects of his or her career choice. Both groups reported knowing more about job skills required, education required, work environment and physical requirements. They reported knowing less about licensing, certification, unions, data handling and fringe benefits.

M-8 KNOWLEDGE OF GENERAL CAREER INFORMATION

This instrument did not produce significant differences between the two groups. Experimental students did, however, score slightly higher. Both groups reported having "some" knowledge of general career information and reported knowing more about job applications, job interviews, attitudes desired by employers, life styles of different careers and where to get career information and less about labor market information, how to write a resume, VIEW, and the Occupational Outlook Handbook.

M-10 CONSIDERING COURSES FOR CAREERS

This instrument did not produce significant differences between the two groups. Both groups averaged approximately 50% correct responses. Students in both groups were best able to select courses for occupations not requiring college or advanced training. They were considerably less able to select high school courses most appropriate for people planning occupations which require college or taining beyond high school.

STUDENT CONTACT WITH TEACHERS, COUNSELORS, AND OCCUPATIONAL SPECIALISTS

In this instrument an attempt is made to determine who is delivering various forms of help to students. Across most instruments students in both groups reported career education contacts. However, the experimental group reported significantly more teacher and occupational specialist contact. In both groups teachers were reported as the principal contact person for M-1 Attitude Toward School and M-4 Economics. Occupational Specialists were listed as the resource persons for all instruments except M-1 and M-4 by both groups. Counselors were not reported as contact persons except in a very few cases.

One general finding seems sufficiently significant to report. Students in both groups, who reported having contact with teachers, counselors and occupational specialists (approximately 32% of the total) tended to do better on all dimensions of the test battery. However, those students also tended to have a poorer attitude toward school.(?)

SENIOR HIGH - ELEVENTH GRADE

A sample of 240 eleventh grade students from three high schools were selected. The students were from intact classes in required subjects (social studies and language arts). The students were divided into experimental and control groups by intact classes. There were sixteen, seventeen and eighteen year old students in the group. The median age was 17.6. The sample was made up of 53% female and 47% male.

Interns in the experimental groups worked to infuse career education concepts into social studies and language arts classes. They used personally designed career education activities, commercial career education materials, resource speakers, shadowing and field-trips. The control group classes were not changed.

SENIOR HIGH - ELEVENTH GRADE

Instrument	Experimental	Control
Attitude Toward School*	34.7	31.8
Worker Titles*	67.1	61.2
Most Preparation	6.8	6.8
Least Preparation	7.0	6.8
Economics (Part a)*	17.3	15.9
Economics Part b)*	18.1	16.6
Education Training*	36.6	34.7
Worker Functions	37.0	36.6
Career Planning	54.6	54.6

Communication	47.1	47.2
Knowledge About a Career	63.1	61.5
Knowledge of General Career Information	39.1	38.6
Not Interested*	106.8	92.7
Interested*	10.5	5.3
Considering Courses for Careers*	17.4	12.7
Knowledge of Career Planning	11.5	11.1
Work Skills*	86.7	62.6
Contact Teachers*	4.5	1.5
Contact Counselors	4.0	3.5
Occupational Specialists*	2.9	1.4

*Differences between schools not likely to have occurred by chance.

S-1 ATTITUDE TOWARD SCHOOL

Students in both groups were moderately positive toward school, but the experimental group was significantly more positive than the control group. Members of both groups indicated reluctance to dropping out of school, but at the same time more than 50% of students perferred working to being in school.

S-2 WORKER TITLES

Students in both groups did better than other groups of students tested in the past. However, there were significant differences in facor of the experimental group. The experimental group named on the average, 67 worker titles and the control group named 61.

S-3(a-b_ EDUCATION AND TRAINING PREPARATION

Students in the experimental sample correctly identified, on the average, 67% of those workers requiring the most preparation. Control group students identified only 54%. Control group students correctly identified

70% of the workers requiring least preparation and the experimental group students 69%. Scores for both groups are significantly higher than those from similar groups tested in the past.

S-4(a-b) KNOWLEDGE OF THE ECONOMIC SYSTEM

Students in the experimental group did significantly better than those in the control group. Both groups of students tended to do better on those items which tested their knowledge of general principles of economics. They did less well on items which tested application of economic principles or dealt with specific facts.

S-5 - EDUCATION, TRAINING, LICENSING, AND UNION REQUIREMENTS OF JOBS

Experimental students averaged 71% correct on the items in this test. Control group students averaged 64% correct. Both groups of students seemed to do least well on items having to do with licensing requirements of jobs.

S-6 WHAT WORKERS DO ON THE JOB

Both groups of students scored well on this test (approximately 75% correct). The instrument did not provide significant differences between experimental and control groups.

S-7 CAREER PLANNING ACTIVITIES CHECKLIST

This instrument produced no significant differences between experimental and control groups. Students in both groups reported considering various aspects of their career planning more often than once a month. They also reported looking through newspapers, reading brochures, and/or magazines and participating in class discussions about careers more often than once a month.

S-8 COMMUNICATION ABOUT CAREERS

No significant differences were found to exist between experimental and control groups. Students in both groups report talking to people about careers on the average of once every three months. Students in the control group talked about careers most frequently with family members, relatives, friends and neighbors. Students in the experimental groups listed the same categories of people, but they were more likely to include teachers, occupational specialists and counselors.

S-9 KNOWLEDGE ABOUT A CAREER

No significant differences were found to exist between experimental and control groups. Students in both groups are confident about their knowledge concerning careers that they are considering - along a number of dimensions. They are least confident about their knowledge of the union requirements, fringe benefits and data handling.

S-10 KNOWLEDGE OF GENERAL CAREER INFORMATION

No significant differences were found to exist between experimental and control groups. Students in both groups were generally confident of their knowledge of the skills needed to get a job, except for the ability to write a resume. On the other hand they reported little knowledge on items relating to labor market information.

S-11 CONSIDERING CAREERS

Students in the experimental group were found to have narrowed career interests significantly more than students in the control group.

S-12 CONSIDERING COURSES FOR CAREERS

Significant differences were found between experimental and control groups. Experimental group students were better able to select the courses appropriate for occupations in which they had expressed interest. Both groups, however, were more able to select courses for occupations not requiring a college degree or training beyond high school.

S-13 KNOWLEDGE ABOUT CAREER PLANNING

No significant differences were found between experimental and control groups. Students in both groups answered approximately 70% of the items correctly. Control group students seemed slightly less aware of the need to change jobs, develop new careers, and in general, to understand the necessity of responding to a changing environment. However, the trend was not significant.

S-14 INVENTORY OF WORK SKILLS

Differences between experimental and control students were sufficiently large on this instrument to generate questions concerning sampling error. Both groups were compared to determine (1) number of students in the sample working full or part-time and (2) the number of students having had vocational or work experience classes. While the experimental group did have more of both, the number (11) was not sufficiently significant to impact the data. Several other reasons were postulated: (a) The instrument was near the end of the battery and (b) Students were tired, and (c) Students were in a hurry to finish. Scoring error is also a possibility which cannot be overruled.

CONTACTS WITH TEACHERS, COUNSELORS, AND OCCUPATIONAL SPECIALISTS

Although significant differences were reported on teacher and occupational contacts between experimental and control groups, the total high school groups reported fewer contacts than did middle school students. This is almost without doubt due to the size of our Pinellas County High Schools and to the fact that they are on double-session.

Thirty-six percent of the control group students reported no contacts with anyone regarding the material tested in this battery. In comparison only 29% of those in the experimental group reported no such contacts. Teachers were most frequently mentioned as a contact regarding attitude todard school and knowledge of economics. Counselors were mentioned as the most frequent contact for career related information. Contacts with occupational specialists were not frequently mentioned. (It should be pointed out that the ratio of students to counselors is approximately 500-1 and the ratio of occupational specialists to students is 3000-1). Overall students who reported contacts with all three categories scored better on all parts of the battery. This same trend was identified at the middle school level.

SUMMARY

In general, the students in both experimental and control groups did very well - better than similar groups tested using these instruments in previous years. Experimental students at all levels edged out the control group students on the majority of instruments.

However, these results, although seemingly quite positive, must be viewed very carefully. No generalizations to other populations should be made because the instruments used to gether data lack both validity and reliability. One must also take into account that the interns administering the tests were not experienced in test administration. It was, however, an interesting and valuable experience for the interns and provided the district with some usable information. Results of the testing will also be used to help the Florida Department of Education determine reliability and validity figures on the battery of instruments.

CAREER EDUCATION IMPLEMENTATION SURVEY

During January and February, 1976, several interns gathered data to estimate the level of implementation of career education in Pinellas County. An instrument previously prepared for use by the State of Florida was used. The interns were provided with the totals possible, and they then went into the schools and made personal contacts to determine the appropriate levels for each item. Implementation levels for the District varied from zero to almost 100% depending on the school and the item. The average level of implementation over all items for the District was approximately forty-five to fifty percent.

This survey had two major purposes (1) to determine strengths and pinpoint areas of weakness in existing activities and (2) to provide a framework (needs assessment) for future planning.

DISTRICT Pinellas
February, 1976

STATE OF FLORIDA

CAREER EDUCATION IMPLEMENTATION SURVEY

*TOTAL is the number possible in the district

Level:
1. 0-10% - Awareness
2. 11-20% - Interest
3. 21-40% - Trial
4. 41-60% - Evaluation
5. 61-80% - Adoption
6. 81-100% - Integration Into Routine
7. Not Applicable In District
8. No Data Available

CAREER AWARENESS & EXPLORATION ACTIVITIES	*TOTAL	1	2	3	4	5	6	NA	ND
1. % of handicapped students involved.	1365			X					
2. % of disadvantaged students involved.	31560				X				
3. % of gifted & talented students involved.	3150		X						
4. % of all students involved with awareness of the world of work.	105,000					X			
5. % of all students involved with awareness of the economic system.	105,000					X			
6. % of all students involved with self-awareness.	105,000					X			
7. % of all students involved with appreciations and attitudes relating to work.	105,000					X			
8. % of all students involved with acquiring specific job entry skills. (9-12 only)	31,500			X					
9. % of all students involved with a work experience program or project. (K-12)	105,000					X			
10. % of all high school students involved with a work experience project or program for one full year (9-12).	31,500			X					
11. % of the 15 occupational clusters represented by the career awareness program K-12.	15						X		

Level:

1. 0-10% - Awareness
2. 11-20% - Interest
3. 21-40% - Trial
4. 41-60% - Evaluation
5. 61-80% - Adoption
6. 81-100% - Integration Into Routine
7. Not Applicable In District
8. No Data Available

CAREER AWARENESS & EXPLORATION ACTIVITIES cont.	*TOTAL	1	2	3	4	5	6	NA	ND
12. % of the 15 occupational clusters represented by vocational education programs in your district.	15						X		
13. % of the 15 occupational clusters represented by academic education programs in your district.	15					X			
14. % of the 15 occupational clusters represented by other education programs in your district.	15					X			
15. % of middle or junior high schools with 4 or more prevocational courses in the "Wheel" program.	19					X			
16. % of high schools offering alternative programs for probable dropouts which provide salable skills.	11	X							
17. % of probable dropouts having access to salable skills programs somewhere in the district.	7850						X		
CAREER GUIDANCE									
1. % of all students involved with career decision-making and affective educational activities through individual counseling.	105,000								X
2. % of all students involved with career decision-making and affective educational activities through group counseling.	105,000				X				
3. % of all students involved with career decision-making and affective educational activities with the counselor in regular classes.	105,000			X					
4. % of high schools with a program for identification and referral of probable dropouts.	11	X							

Level:

1. 0-10% - Awareness
2. 11-20% - Interest
3. 21-40% - Trial
4. 41-60% - Evaluation
5. 61-80% - Adoption
6. 81-100% - Integration Into Routine
7. Not Applicable In District
8. No Data Available

CAREER GUIDANCE cont.	*TOTAL	1	2	3	4	5	6	NA	ND
5. % of middle schools with a program for identification and referral of probable dropouts.	19	X							
6. % of students (secondary) identified as probable dropouts.	54,270			X					
CAREER EDUCATION RESOURCES									
1. % of teachers involving resource persons from business, labor, industry, professional, or government.	4,290			X					
2. % of students involved in field trips to business, labor, industry, professional, or government.	105,000		X						
3. % of students (grades 9-12) involved with shadowing experiences.	31,500	X							
4. % of students involved in any type of Career Day, Night, Week, Etc. (K-12).	105,000					X			
5. % of schools having some type of identifiable career resource center.	112				X				
6. % of high schools which have Project VIEW available.	11		X						
7. % of high schools that have job data banks available on regular basis.	11						X		
8. % of schools receiving general career education information on a continuing basis.	112				X				
9. % of teachers using career education materials.	4,290				X				

Level:

1. 0-10% - Awareness
2. 11-20% - Interest
3. 21-40% - Trial
4. 41-60% - Evaluation
5. 61-80% - Adoption
6. 81-100% - Integration Into Routine
7. Not Applicable In District
8. No Data Available

PLACEMENT AND FOLLOW-UP	*TOTAL	1	2	3	4	5	6	NA	ND
1. % of in-school students (grades 9-12) contacted by a placement specialist.	31,500			X					
2. % of graduates contacted by a placement specialist.	6,325			X					
3. % of dropouts contacted by a placement specialist.	7,850				X				
4. % of job openings made available through the job development efforts of district placement personnel.	4,648			X					
5. % of job openings called in by employers.	4,648				X				
6. % of job openings referred by Florida State Employment Service.	4,648	X							
7. % of students leaving schools annually from whom follow-up data on work experience was collected.	14,000						X		
8. % of students leaving schools annually from whom follow-up data on the strengths and weaknesses of school experiences was collected.	14,000						X		
9. % of dropouts placed in other educational programs by placement and guidance personnel.	7,850			X					

Level:

1. 0-10% - Awareness
2. 11-20% - Interest
3. 21-40% - Trial
4. 41-60% - Evaluation
5. 61-80% - Adoption
6. 81-100% - Integration Into Routine
7. Not Applicable in District
8. No Data Available

INSERVICE - STAFF DEVELOPMENT	TOTAL	1	2	3	4	5	6	NA	ND
1. % of district curriculum and instruction administrators having participated in career education orientation.	45					X			
2. % of district curriculum and instruction administrators having participated in career education workshops.	45	X							
3. % of district subject area supervisors having participated in career education orientation.	98			X					
4. % of district subject area supervisors having participated in career education workshops.	98	X							
5. % of principals having participated in career education orientation.	112			X					
6. % of principals having participated in career education workshops.	112		X						
7. % of assistant principals having participated in career education orientation.	35	X							
8. % of assistant principals having participated in career education workshops.	35	X							
9. % of curriculum assistants having participated in career education orientation.	33		X						
10. % of curriculum assistants having participated in career education workshops.	33		X						
11. % of department chairpersons having participated in career education orientation.	210			X					
12. % of department chairpersons having participated in career education workshops.	210		X						

Level:
1. 0-10% - Awareness
2. 11-20% - Interest
3. 21-40% - Trial
4. 41-60% - Evaluation
5. 61-80% - Adoption
6. 81-100% - Integration Into Routine
7. Not Applicable In District
8. No Data Available

IN-SERVICE - STAFF DEVELOPMENT cont.	*TOTAL	1	2	3	4	5	6	NA	ND
13. % of deans having participated in career education orientation.	62	X							
14. % of deans having participated in career education workshops.	62	X							
15. % of teachers having participated in career education orientation.	4,290				X				
16. % of teachers having participated in career education workshops.	4,290			X					
17. % of librarians and media specialists having participated in career education orientation.	89			X					
18. % of librarians and media specialists having participated in career education workshops.	89		X						
19. % of guidance counselors having participated in career education orientation.	180					X			
20. % of guidance counselors having participated in career education workshops.	180				X				
21. % of occupational and placement specialists having participated in career education orientation.	45						X		
22. % of occupational and placement specialists having participated in career education workshops.	45					X			
23. % of all career education workshop participants having sufficient knowledge and experience to instruct others.	2,486	X							

Level:

1. 0-10% - Awareness
2. 11-20% - Interest
3. 21-40% - Trial
4. 41-60% - Evaluation
5. 61-80% - Adoption
6. 81-100% - Integration Into Routine
7. Not Applicable In District
8. No Data Available

ADMINISTRATIVE	TOTAL	1	2	3	4	5	6	NA	ND
1. % of schools having special committee organized to reduce race and sex bias in curriculum and career decision-making.	112	X							
2. % of schools having parent advisory committees organized to deal with all school issues of importance, including career education.	112						X		
3. % of schools on some variation of the year-round concept.	112							X	
4. % of schools having a competency-based system of assessment.	112	X							
5. % of schools having an occupational and placement specialist.	112				X				
6. % of schools having a designated career counselor.	112			X					
7. % of career education budget funded by the district.	1,437,115	X							
8. % of career education staff members funded by the district.	18	X							
9. % of schools actively participating in career education activities.	112				X				
PARENT INVOLVEMENT									
1. % of parents participating in school career education program.	157,800	X							
2. % of parents participating in home career education activities.	157,800	X							

Level:
1. 0-10% - Awareness
2. 11-20% - Interest
3. 21-40% - Trial
4. 41-60% - Evaluation
5. 61-80% - Adoption
6. 81-100% - Integration Into Routine
7. Not Applicable In District
8. No Data Available

EVALUATION	*TOTAL	1	2	3	4	5	6	NA	ND
1. % of schools collecting process data on career education activities.	112			X					
2. % of schools collecting product data on career education activities.	112			X					

PHASE-IN PROCESS

1. A plan for implementing career education has been prepared.	☒	☐	☐
2. Career education has been included in the District comprehensive education plan.	☒	☐	☐
3. A career education coordinating council has been established involving representatives from business, industry, labor, professions, government, parents and educators.	☒	☐	☐
4. The School Board has endorsed career education as a district priority.	☒	☐	☐
5. A district-wide placement system has been implemented.	☒	☐	☐
6. A district-wide follow-up system has been implemented.	☒	☐	☐
7. A system for updating labor-market information has been implemented (e.g. Project VIEW).	☒	☐	☐
8. A system for surveying community attitudes toward career education has been implemented.	☒	☐	☐
9. How many years has your District been involved in Career Education?	☐	☐	☐

Four (4) including 1975-76

PHASE-IN PROCESS cont.

10. How much money has been expended (total for all years) to support the program? (Include the current year 75-76)

Local $ 80,000
State $ 493,000
Federal $ 864,115
Other $ None
TOTAL $ 1,437,115

PROBLEMS IN YOUR DISTRICT

1. List the tem (10) most pressing problems facing career education implementation in your district. Order them according to importance - with the most serious being first, etc.

Lack of funds for needed professional and support staff
Lack of funds for inservice education for teachers.
Lack of understanding of concept among administrators (county-wide)
Lack of funds for equipment K-5 & 6-8
Lack of instructional materials 7-12
Lack of commitment of senior high school teachers to change, in general.
The size of some of our schools - particularly senior highs on double sessions
Lack of elementary counselors and occupational specialists

COMMENTS

The implmentation of Career Education in Pinellas County has been an up-hill battle for 4 years, but we have now reached the point where, assuming continuation of funding at a similar level, the concept should be fully implemented (as nearly as will be possible) by school year 1980-81. From that point on, it should be self-perpetuating - and cost very little to continue.

LET'S HEAR FROM THE INTERNS

A crucial part of the project evaluation was taken from individual interns. Some of their personal statements are included in this section along with one intern's written evaluation of her experience as an example. (This was required of each participant as a part of the final evaluation).

INTERN FINAL EVALUATION OF EXPERIENCES

As one of the participants in the Career Education Personnel Training Center, I find myself blessed to have had this opportunity. The experience, both in the classroom and in the center has been invaluable in my development as an educator. I served my career education internship at Azalea Middle School with, Mrs. Joann Cook, in my field - Choral Music. I was blessed to be placed with Mrs. Cook. Her many years of experience were such a help to me. I am thankful for her great personality and her beautiful cooperation which made our teamwork succeed. Also a teacher that really loves and cares for her students in a personal way but yet holds a firm hand for discipline creates a good atmosphere for teaching.

Since Mrs. Cook is in her thirteenth year as Azalea's choral and general music teacher and has seen great changes occur in chorus sizes due to new scheduling procedures she also welcomed new ideas. Without her full cooperation implementing career education into the curriculum might have been difficult.

In the classes of Exploratory Music the more relaxed and general curriculum lends easily toward career education possibilities concerning music. In the choruses we found career education could work in when possible - when we could see a connection.

In the following paragraphs I will give a brief description of some of the activities which we used since last September.

When teaching basic rhythm and notes we found it natural to refer to the "composer." Without too much detail, the instructor can inform the class briefly of the lifestyle of a composer. The class can be asked who they know as composers. As they become familiar with basic time and notes they can compose their own rhythms and later even their own music. Activities to strengthen these could be individual composer analysis.

Another fun lesson concerned the "conductor." While learning a little about this important musical career we could also gain a general understanding of the many musical symbols that a conductor must interpret and translate to his group. Time signatures and simple conducting patterns were also explained and rehearsed. After this basic review all the students would conduct a song together in 4/4, 3/4, and 2/4 time. With extra time individuals would volunteer and conduct a pianist in songs written in 4/4, 3/4, and 2/4 time. Another angle for the conductor lesson after a basic understanding of 4/4, 3/4 time signatures and conducting patterns are established is listening. They find it a challenge to listen to a song (maybe even a popular song of their time), and try to tell the time signature it is written in by hearing the beats emphasized and trying out the patterns.

Another day I did a follow-up on Danny Kaye's "A Close Look at the Metropolitan Opera" which was on television 2 days before. The students became familiar with the "hundreds" involved in putting on an opera. They became aware of the interdependency of such a large amount of workers in order to produce their product - the opera. Many careers were introduced and much was learned musically by becoming familiar with terms used only around the opera. An opera excerpt was played for 15-20 minutes to give them an idea of this type of musical performance.

On another occasion a well known choral director in the community who has recently retired came and spoke to some of the classes. This particular teacher had taught in a big local high school for over ten years. Her reputation as an excellent music educator and her enthusiastic personality proved successful with the students. They, first, asked any questions they had for her concerning her career as a musician and teacher, training or background. When and if the students ran out of questions I had some prepared which would either bring up interesting experiences or show a pattern of her career development.

A creative activity which spotlighted some students which sometimes seem to never to accomplish or succeed was the making of their own musical instruments. They were given no limits, told to make it out of household items at hand, and encouraged to do their own work using their own imagination. These are to be new instruments - not traditional ones only duplicated. This activity was assigned following a unit on the orchestra. When presenting their instrument to the class they had a 5 point outline: 1) the student's name, 2) name of the instrument, 3) materials needed to make the instrument, 4) family of instruments this new instrument might belong to if a part of the true orchestra, and 5) demonstrate their instrument. After each student has presented their instrument they can group according to their respective instrumental families. The teacher can quickly explain simple time signatures such as 4/4, 3/4, and 6/8 and direct them in some rhythmic patterns. When they get used to it some of the students could direct the groups and even make up their own rhythm patterns.

Two filmstrips with cassette tapes for sound were shown on two separate days. One entitled "Rock" took each class into the life of 4 rock performers - their background - socially and misically. Another filmstrip on "How a Recording is Made" gave them the procedure followed when a record or cassette tape is made. On the film you are in the recording studio and can eavesdrop as a rock group records a 4-minute song over a 4 hour period. Many new careers are introduced. The latter film is expecially relevant to students today.

An interesting activity was created when an interested student made a cassette recording about "The Life of Elton John." Needless to say, the students' ears would perk up at the introduction of this lesson. This particular circumstance taught me to always use what is available - including sparked interests of your present students. Since this particular student was an avid fan of Elton John he had all his albums as well as being "informed" of his actual background. Such topics as his training, his interests, his life as a composer and singer and instrumentalist, his business, his work partners and also interesting details to keep the students listening.

Among other activities were evaluating the "Top Ten" pop songs each week, making costumes for a Back-to-School night performance, interviews with people in music-related careers, role playing and even listening to music from Beethoven to Captain and Tenille and asking for honest opinions and evaluation of their musical tastes.

A successful activity in the Exploratory Music classes is the anticipated "Talent Show." Each student is encouraged to do the thing he/she does best. They're told they can do anything they see done on television. It might be poetry reading, singing, playing an instrument, a pantomine, a skit, joke-telling, sharing a hobby - whatever. One of the greatest rewards as a teacher is to be present when a withdrawn child or a non-achiever or an apathetic student comes out of his shell and blossoms. A beautiful sight to see! I also enjoy watching the children accept another student they before rejected or just ignored.

Through this program I have been made aware of the need to prepare students for that inevitable graduation day whether it be from high school, college, or graduate school. I've seen that career education is not merely a preparation for that initial launch into a career but meaningful for every student at any stage to make the subject matter more relevant as well as helping in decisions of everyday life. I have learned so very much myself through my career education involvement. I find myself keenly interested in the careers of the people around me. My curiosity keeps me questioning friends and even strangers as I discover new and different careers. I believe the most positive result of this work experience is that I have grown in my development as a teacher as well as aided in the development of middle school students.

Jack Lynn Barber
10540 - 77th Terrace North
Seminole, FL 33542

Field:
Secondary Education
Social Studies

My experiences with Career Education has enabled me to understand the importance of my field which is Social Studies. It has shown me how to implement Social Studies into the studies of careers which our students are faced with each day of their lives.

Judith F. Bataille
1112 Cherokee Drive North
St. Petersburg, FL 33708

Field:
  Junior High English
  Elementary Education

This training program has provided me with a productive and exciting learning process. I have enjoyed, thoroughly, all of the many techniques, resources, and activities for implementation of Career Education I have been given the opportunity to participate in. I now know that Career Education belongs in every classroom, and definitely in my future classroom.

Joy M. Comstock
1846 - 66th Avenue South
St. Petersburg, FL 33712

Field:
Elementary Education

It has been a privilege to have been associated with the innovative program of Career Education. The experience has broadened me as a teacher and as a person. Believe me, Career Education will always be experienced by the children of my classroom.

Marion E. Edwards
4601 Emerson Avenue South
St. Petersburg, FL 33711

Field:
Elementary Education
English - 12

I have long felt a need to make education relevant to meeting the needs of every individual as they face the world "out there." Career Education fills that need and more - it makes individuals aware of who they are and where they can go.

I feel I am privileged to be a part of the Career Education program and to work with the fantastic people who are involved in it.

Stacie Ann Mosteferis
5625 - 27th Avenue South
Gulfport, FL 33707

Field:
Elementary Education

I've been with the training center since the beginning of the project, and I have experienced both personal and professional growth in this past year. Through my experiences this year I have learned of an excellent way to teach curriculum in a truly meaningful and memorable way. I sincerely believe that the integration of Career Education into the present public school curriculum is long overdue.

Jan C. Parker
205 Bay Plaza
Treasure Island, FL
33706

Field:
Elementary Education

Career Education is a truly democratic approach to classroom teaching. It equalizes students as no other approach can. Career Education is for everybody. Someday, everybody will be for Career Education. It's here to stay.

Elizabeth Ann Curry Smith
5011 - 5th Avenue South
St. Petersburg, FL 33707

Field:
Secondary - English and
Political Science

This year's experience in Career Education has been the most broadening opportunity of my life. I have discovered the importance of incorporating a variety of life experiences into classroom instruction - and how to implement a variety of Career Education lessons. Career Education is not a trend. To me it is what education really is about.

Connie D. Yuhasz
7000 - 90th Avenue North
Pinellas Park, FL 33565

Field:
Business Education

I believe the Career Education program was a true turning point in showing me how important career awareness is today.

In my field of teaching, Business was already career oriented. However, with the extensive work and experience of truly implementing the many opportunities in the world of work, students seem really interested in how they were going to manage after graduation in either continuing their schooling or being prepared to enter right into a profession.

Career Education was a delightful happening with not only broadening my senses of its importance, but seeing it actually work with students and their enthusiasm after achieving their goal.

Career Education is a must if students of today are to succeed.

APPENDIX

INSTRUMENT #1

"Survey of Student Outcomes in Career Education"

Dear Teacher:

Your school is attempting to determine the needs of students relative to the knowledge, skills and attitudes necessary for successful entry into the world of work. In order to do this you are being asked to complete the attached document. It asks you to rank the instructional needs of your students in nine areas found to be important for successful career development. Each of these nine areas has in turn been broken down into two or three component parts to permit a more precise definition of needs.

The document should take no longer than 15 minutes to complete. It will be followed at a later date with one designed to determine your needs as a teacher in assisting your students in this important area. Your cooperation in completing both of these documents is appreciated.

PART A

INSTRUCTIONS: Your task on this instrument is to rank order from 1 (greatest need) to 9 (least need) the nine areas of importance in preparing your students for the world of work.

Grade Level
(Circle One)
K-2 3-4
5-6 7-8
9-10 11-12

Read the description for each of the nine areas first and then put a "1" in the blank next to the area where your typical student most needs instruction. Place a "2" in the blank next to the area of second greatest need, and so on. Areas which you think are inappropriate for your students should be ranked last, of course.

RANK	GOAL	DESCRIPTION
_____	Career Planning and Decision Making	This area includes those skills necessary for setting personal goals, planning for achieving those goals, and using rational decision-making skills to reach those goals.
_____	Career Information	This area includes the skills for obtaining career information and a knowledge of enough careers to have a broad view of the whole realm of work.
_____	Job Acquisition and Retention	This area includes the knowledge and skills one must have not only to locate and apply for a job but also to keep that job.
_____	Attitudes and Appreciations for Career Success	This area includes those attitudes about work which are basic to the work ethic in America.
_____	Skills in Human Relationships for Careers	This area includes all of the skills necessary for successfully working with and for others such as the ability to work in a group, to be a leader and a follower, etc.
_____	Self-Investigation and Evaluation for Career Success	This goal includes the abilities which permit students to examine and assess themselves relative to careers and to develop a positive self-concept.

RANK	GOAL	DESCRIPTION
____	Personal/Work/Societal Responsibilities	This area includes those understandings of the responsibilities of work as they relate to one's self, fellow workers and society as a whole.
____	Economic Factors Influencing Career Opportunity	This area includes basic understandings of America's economic system and how that system relates to the individual worker.
____	Education/Career Opportunity Relationships	This area includes the ability to use and understand the need for those skills of communication and math basic to functioning in this society.

PART B

INSTRUCTIONS: The second step in this process of determining the career related needs of your students is that of rank ordering the needs of your typical student in terms of the more specific objectives for each of the areas.

Your task is to rank order the three objectives in the first area from 1 (greatest need for instruction) to 3 (least need for instruction). Then, rank the objectives in the second area from 1 to 3 and so on for each of the nine areas.

Goal: CAREER PLANNING AND DECISION MAKING — RANK

Objectives:
1. Students are aware of and can use career information sources for planning purposes ______
2. Students can use basic decision-making skills. ______
3. Students can identify the personal and financial implications of career choice. ______

Goal: CAREER AND OCCUPATIONAL INFORMATION

Objectives:
1. Students can identify and use several sources of career information. ______
2. Students can describe the characteristics and prerequisites of careers in which they are interested. ______
3. Students can relate their own personal interests, abilities and goals to specific career choices. ______

Goal: JOB ACQUISITION AND RETENTION RANK

Objectives:

1. Students possess the appropriate skills needed to apply and interview for a job. ______
2. Students possess general work skills necessary in most jobs such as how to use the telephone and time clock. ______
3. Students can define personal attitudes and behaviors which are necessary for job success and possible promotion. ______

Goal: ATTITUDES AND APPRECIATIONS FOR CAREER SUCCESS RANK

Objectives:

1. Students possess positive attitudes toward their work and the work of others. ______
2. Students exhibit an understanding of and positive attitude toward themselves in relation to work. ______
3. Students possess the basic attitudes needed in a job such as respecting authority, being loyal to one's employer, etc. ______

Goal: SKILLS IN HUMAN RELATIONSHIPS FOR CAREERS RANK

Objectives:

1. Students possess basic human relations skills including the use of good manners, the processes of leadership, the ability to meet people, etc. ______
2. Students can apply human relations skills to the work setting to aid their success in working with co-workers and supervisors. ______
3. Students are aware of their own abilities and needs in human relations skills. ______

Goal: SELF-INVESTIGATION AND EVALUATION FOR CAREER SUCCESS RANK*

Objectives:

1. Students can identify the forces which influence their own personal growth. ______
2. Students can relate knowledge about themselves to specific careers. ______

Goal: PERSONAL/WORK/SOCIETAL RESPONSIBILITIES RANK

Objectives:

1. Students are aware of the probably consequences of their own behavior in such areas as grooming, drug use, work habits, etc. ______
2. Students are aware that their behavior in the work setting influences both fellow workers and the quality of the product or service being produced. ______
3. Students understand their responsibilities as workers and citizens in a democratic society. ______

Goal: ECONOMIC FACTORS INFLUENCING CAREER OPPORTUNITY RANK

Objectives:
1. Students understand broad economic concepts and the influence of technology of careers. ______
2. Students understand economic concepts as they relate to their personal use of money. ______
3. Students understand the economic interrelationships of any economic system. ______

Goal: EDUCATION/CAREER OPPORTUNITY RELATIONSHIPS RANK*

Objectives:
1. Students possess basic skills of math, reading and writing used in the society. ______
2. Students are able to relate school-based learning experiences to career choices in their own lives.

* There are only two objectives for this area.

INSTRUMENT #2

"Survey of Career Education"

Directions:

By now you are probably beginning to wonder if career education is anything other than an exercise in filling out forms. The following explains why each of these forms is necessary.

The Needs Assessment you completed earlier has been summarized and analyzed by the Career Education staff. This analysis has revealed the specific learning needs of your students in each of the nine categories determined to be important in successful career development. It is now important to find out what your knowledges and needs are relative to implementing career education in your classroom. By doing this now, it is possible to provide you with assistance in those areas of preparation where you feel it is most needed.

In order to get this information from you, two instruments have been included. The first, Instrument #2, has two parts:

> Part A of Instrument #2, "Survey of Career Education," deals with your personal knowledge and feelings about career education in general.
>
> Part B of Instrument #2, "Resources and Restrictions in Implementing Career Education in the Classroom," asks you to identify factors in your school which you believe might influence your ability to successfully implement career education in your school.

The second questionnaire, Instrument #3, "Checklist of Current Classroom Activities Which Emphasize Career Education Concepts," asks you to identify activities you are now doing in your classroom which you think already meet the needs of students in one or more of the nine categories of behaviors important to successful career development.

Your openness and honesty in answering each of these instruments is the key to any benefit you and your students will gain from them. You should now proceed to Part A of Instrument #2 which begins on the next page.

PART A

1. In your own words, define career education as you would describe the concept to a parent of one of your students.

2. During the last 12 months have you done the following? Circle One
    - a. attended one or more planning meetings on career education? Yes No
    - b. Attended one or more workshops at least 4 hours long on career education? Yes No
    - c. Used special curriculum materials in the classroom that stressed Career Education? Yes No
    - d. Developed curriculum materials that stressed Career Education? Yes No

3. Rate your school's involvement in career education. Circle One
    - a. total b. a great deal c. some
    - d. a little e. none

4. What would you like to see as your school's involvement in career education? Circle One
    - a. total b. a great deal c. some
    - d. a little e. none

5. Your school will probably teach career education: Circle One
    - a. as a separate class.
    - b. as a part of each subject matter area.
    - c. as the teacher sees it's needed.
    - d. not at all.

6. Your school is currently teaching career education: Circle One
    - a. as a separate class.
    - b. as a part of each subject matter area.
    - c. as the teacher sees it's needed.
    - d. not at all.

7. On each characteristic below, describe the student that you would see benefiting most from career education (example--Female-Elementary,etc.):
    - a. Male ______ Female _____
    - b. Elementary student____ Middle School ____
      High School Student ____
    - c. Academically oriented ____ Vocationally oriented ____
    - d. From a "blue collar" (skilled, unskilled) family ____
      From a "white collar" (office, business, or professional) family ____
    - e. From the Anglo ethnic group____
      From one of the minority ethnic groups ____

8. The major emphasis in career education is toward:
a. Vocational education c. Special Students
b. College bound students d. All Students

9. Approximately what percent of Florida's student population drops our of formal education each year?
a. 5% c. 20%
b. 44% d. 13%

10. The emphasis of career education in the elementary school is one:
a. Awareness c. Experimentation
b. Exploration d. Preparation

11. In this decade approximately what percent of the jobs will require a college education?
a. 50% c. 75%
b. 5% d. 20%

12. One of the methods used to group all jobs into categories is:
a. Professions c. Job Clusters
b. Trades d. Job Description

13. What model of career education does Florida emphasize?
a. Community-home based model c. Rural-residential model
b. School based model d. Employer based model

14. The emphasis of career education in the middle school is on:
a. Awareness c. Specialization
b. Investigation d. Preparation

15. Emphasis in high school in career education is on:
a. Awareness c. Exploration
b. Orientation d. Preparation

TRUE or FALSE

______ 16. American schools are producing too many youngsters who qualify neither for a job nor for college.

______ 17. Career education is not just another term for vocational education.

______ 18. One of the main purposes of career education is to get students to make a fairly definite career choice in elementary or junior high.

______ 19. The best way to teach career education is by teaching it as a separate course at each grade level.

______ 20. In the schools, career education is the responsibility of only the teaching staff.

______ 21. Americans have generally accepted the attitude that a college degree is the best and surest route to occupational success.

______ 22. Each community should teach career education based on a nationwide model and the national needs.

CIRCLE YOUR ANSWER

23. I personally (do, do not) believe that career education is needed in the public schools.

24. I believe that career education (does, does not) need to be taught in my school district.

25. I think that career education (will, will not) be a concept that will be a permanent part of the schools of the future.

PART B

"Resources and Restrictions in Implementing Career Education in the Classroom"

INSTRUCTIONS: Below is a list of statements defining possible conditions which may now exist in your school. Some of these statements define potential resources and some define potential restrictions.

Under each of the six categories place a check in the blank opposite each statement you feel describes your situation. You may check as many blanks in each category as you feel apply to your school.

CATEGORY: STATEMENT:

CURRICULUM

1 ________ Our curriculum needs major revision to be able to include career education.

2 ________ Our curriculum is flexible enough to permit easy incorporation of career education.

CURRICULUM

3 __________ Our curriculum structure is good but does not lend itself to emphasizing career education.

4 __________ We do not have time alloted to revise the curriculum.

5 __________ We are encouraged to revise the curriculum to meet the needs of our students.

6 __________ Other ____
____

MATERIALS

1 __________ We are not really aware of materials now in our school which can be used to incorporate career education in our classes.

2 __________ Our school has recently completed a survey of local materials which will be helpful in finding items which stress career education concepts.

3 __________ We are aware of our District Education Media Center's career education materials and have used them.

4 __________ Our school media center has a special section of related materials primarily for student use on career education.

5 __________ Our materials budget is sufficient to permit us to purchase materials which emphasize the career implications of our subject areas.

6 __________ We are in need of some type of materials display which would make us aware of career related instructional materials.

7 __________ Other ____
____

STAFF

1 __________ Our teaching personnel need inservice activities which orient us to career education and ways in which it may be implemented.

2 __________ Our district needs to grant release time for additional staff development for key personnel during the school year.

3 __________ Our district provides us with incentive to attend special summer workshops.

4 __________ Other ____
____

ADMINISTRATION

1 ________ Our building principal has endorsed and supported the concept of career education in our school.

2 ________ Our superintendent and/or school board has publicly endorsed career education.

3 ________ We have not really received any positive or negative feedback from our administration regarding career education in our district

4 ________ Other ____

____

COMMUNITY

1 ________ All or part of our local business community has publicly endorsed career education for our schools.

2 ________ A number of local business people have visited our classes or permitted field trips to their places of work in the past.

3 ________ Our school has surveyed the parents of our students to determine how they might be able to serve as classroom resource people.

4 ________ A significant segment of our local business community has not responded to our requests for help in the past.

5 ________ Our school frequently uses parents to help in the classroom in various ways.

6 ________ Our school has a formal and meaningful working relationship with the local community.

7 ________ Other ____

____

INSTRUMENT #3

"Checklist of Current Classroom Activities Which Emphasize Career Education Concepts"

Instructions:

The final instrument you will be asked to complete gives you a chance to identify those things you are already doing in your classes which could be said to be fulfilling a portion of one or more of the nine categories which are important to successful career development. The instrument on the following page consists of a chart which matches eight kinds of learning activities with the nine categories of learner outcomes for career education. Your task is to mentally go through each kind of learning activity listed.

The first kind of activity, "Simulations and Games," may have been a learning activity several times during your teaching this year. Think back through those simulations and decide whether or not one or more of the nine categories of learner outcomes for career education might have been either directly or indirectly emphasized in that simulation. If it was, simply put a single check mark in the box which corresponds to "Simulation/Game" and the category or categories which you feel were emphasized in that activity.

Do this for each simulation activity you can recall. Then repeat all of the guest speakers, the field trips, and so on through the entire list. Any box may be checked as many times as necessary; similarly, there may be a number of boxes which are not checked. Only check enough boxes to be truly reflective of your current teaching activities which may relate to the goals of career education.

"Checklist of Current Classroom Activities Which Emphasize Career Education Concepts"

Grade Level (Circle One): K-2 3-4 5-6 7-8 9-10 11-12

	Career Planning	Career Inform.	Job Acq.	Att. and Apprec.	Skills in Hum. Rel.	Self-Inv. and Eval.	Per/Work Soc. Resp.	Economic Factors	Ed/Career Opp. Rel.	TOTAL
Simulations/ Games										
Guest Speakers										
Field Trips										
Class Projects										
Individual Research Projects										
Films/ Filmstrips										
Textbook Reading										
Class Discussions										
TOTAL										

INSTRUMENT #4

"Review of Post-High School Jobs of Students"

INSTRUCTIONS: This questionnaire should be completed by the high school building administrator.

1. Name of school ____________________

2. Name of Principal ____________________

3. Number of students in: (based on last year)
   a. 9th grade ________
   b. 10th grade ________
   c. 11th grade ________
   d. 12th grade ________

4. Number of students that "dropped out" last year in:
   a. 9th grade ________
   b. 10th grade ________
   c. 11th grade ________
   d. 12th grade ________

5. The number of students that graduated last year who are currently:
   a. in a 4 year college or university ________
   b. in a 2 year junior college ________
   c. working full time ________
   d. housewife ________
   e. unemployed ________

6. List the most common types of jobs that the 5c group is currently holding:

a.	e.
b.	f.
c.	g.
d.	h.

7. List the main industries within a 20 mile radius of your school district. Also estimate the size of the work force at these industries.

	Name	Size
a.		
b.		
c.		
d.		

INSTRUMENT #5

"Data Summary Sheet for Instrument #1"

Materials Needed

- two people (This will vary with school size)
- a quiet room with a table
- a calculator (if possible)
- several sharp pencils
- six copies of the Needs Assessment Data Summary Sheet for Instrument #1
- all of the completed "Survey of Student Outcomes in Career Education" (Instrument #1)
- one to two hours of time

Part A

Directions

1. If it has not already been done, separate the instruments into stacks according to the grade level checked on each instrument.
2. Take the first summary sheet provided. Write in the district name and the date and circle the grade level checked on the first stack of instruments you will be summarizing.
3. Numbers from just one instrument at a time should be summarized. The data should be recorded for all instruments in the following manner: Page one of the instrument contains nine numbers which will be placed in the "Responses" spaces in the column headed "Goal." While one person reads the numbers off the first instrument, the other person should record the numbers down the first column in the same order they are given out.
   The remaining three pages of the instrument contain the rankings for the objectives within each of the nine goals. The reader should give the rankings of the objectives within each goal. The objectives for that goal appear on the same line. It is crucial that this be understood and that responses be entered in the correct boxes; otherwise, inaccurate and misleading information will result.
4. Complete all of the instruments for the first grade level in this manner. When you have finished this first set, you should stop in order to get an average for every one of the 34 boxes on the page. This is done by simply adding together all of the numbers in one box and dividing that total by the number of numbers in the box. Do this for each box rounding your answers to one decimal place.
5. Repeat this process for each set of instruments until you have completed all stacks. The next step is to return to the K-2 stack. You should have nine numbers representing the average ranking of each of the nine goals (don't be concerned with the average rankings of objectives at this time). These nine numbers for the K-2 grade level should be placed in order from smallest to largest on the K-2 portion of the sheet titled, "Needs Assessment Analysis Sheet for Instrument #1." Complete this for each stack of instruments and then proceed to the analysis sheet (Instrument #6) for some final instructions.

PART B

District ______________________ Date ____________ Grade Level (Circle one): K-2 3-4 5-6 7-8 9-10 11-12

	Goal		Objective 1		Objective 2		Objective 3	
	Responses	Avg.	Responses	Avg.	Responses	Avg.	Responses	Avg.
Career Planning								
Career Inform.								
Job Acq.								
Att. and Apprec.								
Skills in Hum. Rel.								
Self-Inv. and Eval.							☒	☒
Per/Work/ Soc.Resp.								
Economic Factors								
Ed/Career Opp. Rel.							☒	☒

INSTRUMENT #6

"Needs Assessment Analysis Sheet for Instrument #1"

Directions

In order to help you interpret the results of your summary of Instrument #1, it is necessary to provide you with some standard of how these goals should be ranked on each grade level. Though no direct empirical data currently provides this ranking, an analysis of the goals by grade level grouping has been developed according to an interpretation of existing indirect empirical data coupled with a knowledge of generally accepted theories of career development. Until such time as more pertinent data is generated, these observations are all that can be provided to you. You are encouraged to disagree with these rankings.

For each grade level grouping, the theoretical rank ordering has been displayed with corresponding blanks provided for the rankings as determined by the responses of your teachers. The nine categories may be loosely divided into three groups. The top three categories represent those goals which deserve greatest emphasis in instructional activities at a given grade level grouping, the next three categories represent those goals which deserve only a moderate emphasis, while the last three categories represent those goals which merit the least emphasis. Deviations from these groupings in the rankings by your teachers should be closely reviewed to determine the cause of that deviation.

In the first three grade level groupings (K-2, 3-4, 5-6) deviations usually are a result of teachers trying to prepare students with skills and knowledges which are incompatible with their stage of career development. In the last three grade level groupings (7-8, 9-10, 11-12) this may be the case, too. However, an additional possibility may be that career development skills which should have been gained earlier in a student's education were not, and a condition needing remedial action exists. Bringing in your District Career Education Director or Supervisor to help in the analysis of this data is a good idea for getting at the true meaning of the responses.

Grade Level Grouping: K-2

Theoretical Ideal Ranking	School Ranking
1. Attitudes and Appreciations	1. ____________________
2. Skills in Human Relationships	2. ____________________
3. Personal/Work/Societal Respons.	3. ____________________
4. Education/Career Opportunity Rel.	4. ____________________
5. Self-Investigation and Evaluation	5. ____________________
6. Career Information	6. ____________________
7. Economic Factors Infl. Career Opp.	7. ____________________
8. Career Planning and Decision Making	8. ____________________
9. Job Acquisition and Retention	9. ____________________

Grade Level Grouping: 3-4

Theoretical Ideal Ranking	School Ranking
1. Attitudes and Appreciations	1. ____________________
2. Skills in Human Relationships	2. ____________________
3. Education/Career Opportunity Rel.	3. ____________________
4. Personal/Work/Societal Respons.	4. ____________________
5. Self-Investigation and Evaluation	5. ____________________
6. Career Information	6. ____________________
7. Economic Factors Infl.Career Opp.	7. ____________________
8. Career Planning and Decision Making	8. ____________________
9. Job Acquisition and Retension	9. ____________________

Grade Level Grouping: 5-6

Theoretical Ideal Ranking	School Ranking
1. Skills in Human Relationships	1. ____________________
2. Education/Career Opportunity Rel.	2. ____________________
3. Personal/Work/Societal Respons.	3. ____________________
4. Attitudes and Appreciations	4. ____________________
5. Self-Investigation and Evaluation	5. ____________________
6. Career Information	6. ____________________

Theoretical Ideal Ranking (continued) School Ranking

7. Economic Factors Infl. Career Opp. 7. ____________________
8. Career Planning and Decision Making 8. ____________________
9. Job Acquisition and Retention 9. ____________________

Grade Level Grouping: 7-8

Theoretical Ideal Ranking School Ranking

1. Self-Investigation and Evaluation 1. ____________________
2. Career Information 2. ____________________
3. Education/Career Opportunity Rel. 3. ____________________

4. Skills in Human Relationships 4. ____________________
5. Career Planning and Decision Making 5. ____________________
6. Attitudes and Appreciations 6. ____________________

7. Economic Factors Infl. Career Opp. 7. ____________________
8. Personal/Work/Societal Respons. 8. ____________________
9. Job Acquisition and Retention 9. ____________________

Grade Level Grouping: 9-10 School Ranking

Theoretical Ideal Ranking

1. Career Information 1. ____________________
2. Economic Factors Infl. Career Opp. 2. ____________________
3. Career Planning and Decision Making 3. ____________________

4. Self-Investigation and Evaluation 4. ____________________
5. Job Acquisition and Retention 5. ____________________
6. Skills in Human Relationships 6. ____________________

7. Education/Career Opportunity Rel. 7. ____________________
8. Personal/Work/Societal Respons. 8. ____________________
9. Attitudes and Appreciations 9. ____________________

Grade Level Grouping: 11-12 School Ranking

Theoretical Ideal Ranking

1. Career Planning and Decision Making 1. ____________________
2. Job Acquisition and Retention 2. ____________________
3. Economic Factors Infl. Career Opp. 3. ____________________

4. Career Information 4. ______________________

5. Self-Investigation and Evaluation 5. ______________________

6. Skills in Human Relationships 6. ______________________

7. Education/Career Opportunity Rel. 7. ______________________

8. Personal/Work/Societal Respons. 8. ______________________

9. Attitudes and Appreciations 9. ______________________

INSTRUMENT #7

"Summary Sheet for Instrument #2, Part A"

DISTRICT ______________________________ DATE ______________________________

Instructions

Question #1: List on a separate page, 10 or 12 of the definitions which are representative of the majority of responses.

Questions #2-25: Tally the responses for each possible answer and put the totals in the appropriate blank in the Totals column.

Question		Work Area	Totals
(2)	a.	Yes ______________ No ______________	Yes ______ No ______
	b.	Yes ______________ No ______________	Yes ______ No ______
	c.	Yes ______________ No ______________	Yes ______ No ______
	d.	Yes ______________ No ______________	Yes ______ No ______
(3)	a.	______________________________	a. ______
	b.	______________________________	b. ______
	c.	______________________________	c. ______
	d.	______________________________	d. ______
	e.	______________________________	e. ______
(4)	a.	______________________________	a. ______
	b.	______________________________	b. ______
	c.	______________________________	c. ______
	d.	______________________________	d. ______
	e.	______________________________	e. ______
(5)	a.	______________________________	a. ______
	b.	______________________________	b. ______
	c.	______________________________	c. ______
	d.	______________________________	d. ______
(6)	a.	______________________________	a. ______
	b.	______________________________	b. ______
	c.	______________________________	c. ______
	d.	______________________________	d. ______

INSTRUMENT #7

"Summary Sheet for Instrument #2, Part A"

DISTRICT ______________________________ DATE ____________________

Instructions

Question #1: List on a separate page, 10 or 12 of the definitions which are representative of the majority of responses.

Questions #2-25: Tally the responses for each possible answer and put the totals in the appropriate blank in the Totals column.

Question		Work Area		
(2)	a.	Yes ________ No ________		Yes ______ No ______
	b.	Yes ________ No ________		Yes ______ No ______
	c.	Yes ________ No ________		Yes ______ No ______
	d.	Yes ________ No ________		Yes ______ No ______
(3)	a.	____________________	a.	________
	b.	____________________	b.	________
	c.	____________________	c.	________
	d.	____________________	d.	________
	e.	____________________	e.	________
(4)	a.	____________________	a.	________
	b.	____________________	b.	________
	c.	____________________	c.	________
	d.	____________________	d.	________
	e.	____________________	e.	________
(5)	a.	____________________	a.	________
	b.	____________________	b.	________
	c.	____________________	c.	________
	d.	____________________	d.	________
(6)	a.	____________________	a.	________
	b.	____________________	b.	________
	c.	____________________	c.	________
	d.	____________________	d.	________

Question		Work Area		Totals*
(7)	a.	Male____ Female____		Male____ Female____
	b.	Elem____ Jr. Hi____		Elm ____ Jr. Hi____
		High School ____		High School ____
	c.	Academic ____ Voc ____		Aca____ Voc____
	d.	Blue Collar ____ White Collar ____		Blue____ White____
	e.	Anglo____ Minority____		Anglo ____ Min.____
(8)	a.	____	a.	____
	b.	____	b.	____
	c.	____	c.	____
	d.	____	[✓ d.]	____
(9)	a.	____	a.	____
	b.	____	[✓ b.]	____
	c.	____	c.	____
	d.	____	d.	____
(10)	a.	____	[✓ a.]	____
	b.	____	b.	____
	c.	____	c.	____
	d.	____	d.	____
(11)	a.	____	a.	____
	b.	____	b.	____
	c.	____	c.	____
	d.	____	[✓ d.]	____
(12)	a.	____	a.	____
	b.	____	b.	____
	c.	____	[✓ c.]	____
	d.	____	d.	____
(13)	a.	____	a.	____
	b.	____	[✓ b.]	____
	c.	____	c.	____
	d.	____	d.	____
(14)	a.	____	a.	____
	b.	____	[✓ b.]	____
	c.	____	c.	____
	d.	____	d.	____

* Correct answers have been circled for your use in tabulating results

Question		Work Area			
(15)	a. ____________________			a. __________	
	b. ____________________			b. __________	
	c. ____________________			c. __________	
	d. ____________________			d. __________	
(16)	True ____________	False ____________		T______	F______
(17)	True ____________	False ____________		T______	F______
(18)	True ____________	False ____________		T______	F______
(19)	True ____________	False ____________		T______	F______
(20)	True ____________	False ____________		T______	F______
(21)	True ____________	False ____________		T______	F______
(22)	True ____________	False ____________		T______	F______
(23)	Do ____________	Do Not____________		Do_____	Do Not____
(24)	Do ____________	Do Not____________		Do_____	Do Not____
(25)	Will ____________	Will Not____________		Will___	Will Not____

INSTRUMENT #8

"Summary Sheet for Instrument #2, Part B"

Materials Needed

- two people (This will vary according to School.size)
- a quiet room with a table
- a calculator (if possible)
- several sharp pencils
- all of the completed "Resources and Restrictions in Implementing Career Education in the Classroom" Instrument #2, Part B
- one summary sheet for each campus
- one or two hours of time

Directions

1. The instruments need not be separated for this activity.

2. Take the first summary sheet provided. Write in the school name for the first set of instruments you will be summarizing and the date.

3. With one person reading and the other recording, responses should be recorded for each of the five categories. One suggested method would be for the speaker to simply say, "Curriculum--1, 3, and 5; Materials--2 and 3, Staff--none," and so on. The recorder can quickly be putting a slash mark in each appropriate place as it is read off in this fashion. Whenever the "other" category is checked, briefly write in the statement given on the back of the summary sheet and check it if it is repeated later.

4. Complete all of the instruments for the school. Put the totals for each statement in the blank provided.

5. Proceed to the next stack of instruments and repeat the procedure.

6. When all of the instruments have been summarized in this fashion, the data is ready for an analysis. Analysis of this instrument is quite simple. In categories where there are either very many or very few responses, attention needs to be directed back to the statement to determine the need or resource. In most cases all other responses can probably be ignored.

School ____________________________________

Date ____________________________________

CURRICULUM

		Total
1.		
2.		
3.		
4.		
5.		
6.		

MATERIALS

		Total
1.		
2.		
3.		
4.		
5.		

MATERIALS (cont)

		Total
6.		
7.		

STAFF

		Total
1.		
2.		
3.		
4.		

ADMINISTRATION

		Total
1.		
2.		
3.		
4.		

COMMUNITY

		Total
1.		
2.		
3.		
4.		
5.		
6.		
7.		

INSTRUMENT #9

"Summary Sheet for Instrument #3"

Materials Needed
- two people
- a quiet room with a table
- several sharp pencils
- a calculator (if possible)
- all of the completed "Checklist of Current Classroom Activities Which Emphasize Career Education Concepts," Instrument #3
- six blank checklist sheets
- one or two hours of time

Directions

1. The instruments should be separated according to each grade level grouping.

2. With one person reading off responses and the other recording them, the summarization of data can be made either by columns or by rows so long as only one sheet is counted at a time. Complete all of the sheets for a single grade level grouping. Then, total the responses both vertically for each category of learner outcomes and horizontally for each type of learning activity.

3. Complete this process for each of the six groups. The analysis of this data is quite easy since the numbers totaled for any given learner outcome category or learning activity will be quite small in any area which is not being emphasized. Before drawing any conclusion, particularly with regard to the categories of learner outcomes, remember that Instrument #1 revealed that not all categories will receive equal emphasis on a given grade level.

4. Results may be summarized on a blank copy of Instrument #3.

EVALUATION INSTRUMENTS AND FORMS

CAREER EDUCATION PERSONNEL TRAINING CENTER
INTERN SELECTION FORM

NAME:______________________ Date:______________________

ADDRESS:______________________ PHONE:______________________

SUBJECT AREA:______________________ INTERVIEWER:______________________

PERSONAL CHARACTERISTICS:

APPEARANCE	Careless	Inappropriate	Tasteful	Very Well Groomed
VOICE	Unpleasant	Weak	Pleasing	Expressive
USE OF ENGLISH	Limited	Adequate	Effective	Fluent
MANNER	Irritating	Ill at Ease	Pleasing	Warm and Enthusiastic
RESPONSE	Dull Minimum	Questionable Sincerity	Intelligent	Perceptive
STRENGTH OF PERSONALITY	Weak	Fair	Self-assured	Impressive

PROFESSIONAL QUALIFICATIONS:

EDUCATION	No. Education courses	Limited Education	Trained Teacher	Graduate Courses	MA or Above
EXPERIENCE	Unrelated	Related	Student Teaching	Experienced Teacher	

APPLICATION:

_____ATTACHED _____GAVE ONE _____ON FILE

_____PLACEMENT PAPERS _____ATTACHED _____ON FILE REQUESTED

CHECK ONE:

_____OUTSTANDING _____VERY GOOD _____SATISFACTORY _____NOT RECOMMENDED

COMMENTS:____

____

CAREER EDUCATION PROCESS PRE-TEST

This Pretest is being given before you begin your internship. The results will indicate how much you already know and how much you can get out of the program. Several of the questions cover specialized information which is presented in the program. Do not worry about this. If you have no idea what the correct answer is, simply select the "Don't Know" response.

Read each question carefully, and then:

- Select your answer from among the given choices.

1. The term "career" is best defined as:

    1. A paid profession or occupation
    2. A series of paid professions or occupations
    3. All long-term roles paid or unpaid
    4. Don't Know

2. The process of career development in an individual:

    1. begins in early childhood and continues through late adolescence.
    2. begins with adolescence and continues through the adult years.
    3. begins a little before adolescence and continues well into his adult years.
    4. begins in early childhood and continues throughout the adult years.
    5. Don't Know.

3. Career Education and Vocational Education do not mean the same thing. The foregoing statement is:

    1. True
    2. False
    3. Don't Know

4. A major problem facing career education program planners in Florida school districts has been the lack of state level funding. This statement is:

    1. True
    2. False
    3. Don't Know

5. The Florida Legislature assigned the responsibility for career education program planning to the local school districts. The foregoing statement is:

    1. True
    2. False
    3. Don't Know

6. Although former USOE Commissioner Marland personally backed the Career Education idea in his "Career Education Now" speech, development of the idea was delayed for lack of funds. The foregoing statement is:

   1. True
   2. False
   3. Don't Know

7. It is anticipated that, by 1980, only two out of ten jobs in America will require a college degree. The foregoing statement is:

   1. True
   2. False
   3. Don't Know

8. It is anticipated that a typical labor force member in the next decade will change jobs 2-3 times in his/her career. The foregoing statement is:

   1. True
   2. False
   3. Don't Know

9. About a third of the total costs of education in 1970-71 was due to dropouts from school at various levels. The foregoing statement is:

   1. True
   2. False
   3. Don't Know

10. Today, we spend more money on education than on national defense. This statement is:

    1. True
    2. False
    3. Don't Know

11. The Advisory Council for Vocational Education in 1967 opposed the expansion of vocational education into a broader concept of career education because it implied significant changes in the present educational structure. The foregoing statement is:

    1. True
    2. False
    3. Don't Know

12. Many of the precursor programs, such as the "Technology for Children" and the "Industrial Arts Curriculum Project" (ACP) were actually comprehensive career education programs on a small scale. The foregoing statement is:

    1. True
    2. False
    3. Don't Know

13. On a nationwide basis, career education has, so far, been maintained almost exclusively by direct federal grants with little support from the states. This statement is:

    1. True
    2. False
    3. Don't Know

14. Career education encompasses the objectives of all academic subject areas. The foregoing statement is:

    1. True
    2. False
    3. Don't Know

15. Career education is not for students who are college bound. The foregoing statement is:

    1. True
    2. False
    3. Don't Know

16. The career education movement is primarily oriented to meeting our most pressing manpower needs. The foregoing statement is:

    1. True
    2. False
    3. Don't Know

17. Career education is an approach to education rather than a subject or course. This statement is:

    1. True
    2. False
    3. Don't Know

18. One's ability to recognize that different kinds of careers need different kinds of educational preparation refers most directly to:

1. Career Awareness
2. Educational Awareness
3. Skill Awareness and Beginning Competency
4. All of the above
5. Don't Know

19. Which of the following student traits most directly relates to employability skills?

 1. The ability to relate personal economic status to social economy
 2. The ability to deal with differences in one's environment
 3. The ability to identify, select and use alternatives in making decisions
 4. The ability to communicate to others one's interests and aptitudes as applied to specific job situations
 5. Don't Know

20. A group of tenth graders were asked to review their ninth grade educational plan and to revise it on the basis of their developing career preferences. They were asked to use data concerning their interests and their aptitudes as a rational basis for selecting an area for work experience. Which of the following career development outcomes does the activity seek to bring about?

 1. Career Identity
 2. Career Placement
 3. Career Decisions
 4. Self-Identity
 5. Don't Know

21. As seen by most school-based models, the "exploration" phase of career education is most applicable to:

 1. Elementary school years
 2. Middle school/junior high school years
 3. Senior high school years
 4. Don't Know

22. To facilitate an individual's occupational choice by a process of narrowing down from the myriad of possible occupations to a smaller group of most suitable ones is the purpose of the:

 1. Four Career Education models
 2. Eight Elements of Career Development
 3. School-based Career Education model
 4. Fifteen Job Clusters of the USOE
 5. Don't Know

23. Which of the following concepts most nearly reflects the Total Environment Concept of Career Education?

    1. Career Education is meant for all students and involves the team effort of all school personnel and in all curriculum areas.
    2. Career Education visualizes a learning environment that extends beyonds the schools.
    3. Career Education focuses on the awareness of self in relation to the changing environment.
    4. Career Education implies an educational system open to all learners.
    5. Don't Know

24. The Specific Skill Concept of Career Education emphasizes:

    1. The process skills needed by the individual for interpreting a changing environment and clarifying his/her own values.
    2. A performance-based student record in placement and follow-up.
    3. The attainment of an entry level occupational skill by all learners.
    4. The use of first-hand experience in learning.
    5. Don't Know.

25. An elementary school librarian has a problem. Bob, a third grade student, is so good at reading that he always reaches out for fifth grade reading books and thus upsets the library room discipline. Assuming that the school is committed to Career Education goals, which of the following components of the school program would most help to remedy the problem?

    1. In collaboration with other teachers, the English teachers should classify students on the basis of a reading test and prescribe a list of books that may be used by students, with a copy of instructions to the librarian.
    2. The librarian should make sure that students have access to all books, and no instruction should be planned without reference to a student's reading ability.
    3. It is best that the librarian assign students to books at their respective grade levels while Bob's case is handled by the Counselor with a minimum interference by other personnel.
    4. Either 2 or 3 above, depending on the particular school.
    5. Don't Know

26. If, in the above example, Bob's interest and ability in reading continued through the subsequent school years along with high achievement scores in Mathematics, who has the direct responsibility of guiding him through a desirable path of career pursuit?

1. The Counselor and the Occupational Specialist. They form the best career information resource team.
2. The academic and vocational teachers. They should expose Bob to the world of careers and channel his interests and abilities to his career aspirations.
3. A combination of 1 and 2. Team guidance is best.
4. The Math teacher and the English teacher. Training in their subjects is critical to Bob's career aspirations.
5. Don't Know.

27. In a certain school with Career Education goals, a tenth grade Physics teacher individualized the activities relating to the study of lenses. The students were grouped on the basis of their career preferences broadly into mechanical, mathematical and graphical groups. The three groups (a) assembled a large school telescope putting together lenses by experimentation, (b) figured out mathematically the desired combination of lenses, and (c) solved the same problem by the graphical ray tracing method respectively. Several students in the "mechanical" and "graphical" groups needed more professional direction in their work which the teacher could not help with. What additional help should the teacher have given, to be most consistent with career education?

1. Have the students discuss their problem with the vocational teacher as early as possible.
2. Report the problem to the Principal and to the Counselor immediately.
3. Have volunteers from the relevant professions in the community supervise the students' work.
4. Explain to the students the limitations of a simulated learning environment as opposed to first-hand experience.
5. Don't Know.

28. "Career Education shall provide each learner with the experiences necessary to make rational career decisions, either independently or with assistance of others who are competent to help. It provides an opportunity to exit and reenter the educational system or work as often as one chooses." The foregoing statement is:

1. The Florida Career Education goal statement.
2. Part of the Florida Career Education goal statement.
3. A modification of the Florida Career Education goal statement.
4. Under consideration to be included in the Florida Career Education goal statement.
5. Don't Know.

29. A certain school has set broad instructional goals compatible with the district Career Education project goals. In carrying out the school instructional program, in which order should the teachers

execute the steps?

1. Plan lesson units, identify resources, write objectives, teach.
2. Identify resources, write objectives, plan lesson units, teach.
3. Write objectives, identify resources, plan lesson units, teach.
4. Any of the above.
5. Don't Know.

30. Which of the following illustrates the difference between current educational practices and a career education program?

    1. Performance-based testing and individualization of instruction.
    2. Stating objectives of instruction before planning strategies of instruction.
    3. Providing career guidance to all students.
    4. Both 1 and 3.
    5. Don't Know.

When you have completed your Pre-Test, check your answers with the following:

1.	3	16.	2
2.	4	17.	1
3.	1	18.	2
4.	2	19.	4
5.	1	20.	3
6.	2	21.	2
7.	1	22.	4
8.	2	23.	2
9.	1	24.	3
10.	1	25.	2
11.	2	26.	3
12.	2	27.	3
13.	2	28.	2
14.	1	29.	3
15.	2	30.	3

How did you do?

No. of questions you answered correctly:_________________

CAREER EDUCATION PROCESS POST-TEST

Here is a posttest which will indicate to you how much you have learned from the program. Read each question carefully, and then:

- Select your answer from anong the given choices.
- Record your answer on the Posttest itself by encircling the number corresponding to your choice.

31. "Career" primarily refers to a paid profession or an occupation, or series of paid professions or occupations, which a person may hold for a long period of time. The foregoing statement is:

    1. True
    2. False
    3. Don't Know

32. Career Development is a process which can cover the entire life span of an individual. The foregoing statement is:

    1. True
    2. False
    3. Don't Know

33. Career Education is another name for Vocational Education. The foregoing statement is:

    1. True
    2. False
    3. Don't know

34. The Florida Legislature has appropriated several million dollars for Career Education programs in the school districts. This statement is:

    1. True
    2. False
    3. Don't Know

35. The responsibility for planning Career Education programs in the local districts has been assumed by the Florida Department of Education. The foregoing statement is:

    1. True
    2. False
    3. Don't Know

36. Former USOE Commissioner Marland supported vocational research and development projects focused on comprehensive Career Education models with a commitment of $9 million in September, 1971. The foregoing statement is:

    1. True
    2. False
    3. Don't Know

44. Career Education is non academic in perspective, and focuses primarily on practical subject matter. The foregoing statement is:

1. True
2. False
3. Don't Know

45. Career Education is intended for both college bound and non-college bound students. This statement is:

1. True
2. False
3. Don't Know

46. The emphasis in Career Education is on the development of individual student potential, rather than on manpower needs. The foregoing statement is:

1. True
2. False
3. Don't Know

47. Career Education is best taught during certain periods during the school day, so as not to disrupt on-going activities. The foregoing statement is:

1. True
2. False
3. Don't Know

48. Which of the following student abilities most directly reflects Educational Awareness?

1. The ability to recognize the need for different kinds of educational preparation for different kinds of careers

2. The ability to identify career characteristics as related to social needs and functions

3. The ability to identify the tools required for various tasks.

4. Don't Know.

49. One's ability to communicate to others one's interest and aptitudes as applied to specific job situations refers most directly to:

1. Attitudes and Appreciations
2. Economic Awareness
3. Decision Making
4. Employability Skills
5. Don't Know

37. By 1980, the requirements of our technological/industrial society are anticipated to raise the number of jobs requiring college degrees to over 40%. The foregoing statement is:

1. True
2. False
3. Don't Know

38. It is anticipated that a typical labor force member in the next decade will hold 8-12 different jobs in his/her lifetime. The foregoing statement is:

1. True
2. False
3. Don't Know

39. Although significant, the resources lost because of dropouts on the high school and college level amount to less than 4% of total educational expenditures. The foregoing statement is:

1. True
2. False
3. Don't Know

40. Which of the following represents the correct rank ordering of the nation's enterprises in terms of total dollars spent?

1. Education, Defense, others
2. Defense, Education, others
3. Don't Know

41. The five operational principles calling for a unified system of vocational education as recommended by the Advisory Council for Vocational Education in 1967 led to the present Career Education concept. The foregoing statement is:

1. True
2. False
3. Don't Know

42. A major distinguishing characteristic between Career Education precursor programs and Career Education is that the latter is more comprehensive. The foregoing statement is:

1. True
2. False
3. Don't Know

43. Much grass-roots support has grown up around the country to support Career Education. The foregoing statement is:

1. True
2. False
3. Don't Know

50. The following activity was given to students in Grade 1: The students were to list orally whom they would consult (parent, friend, neighbor, other) when they had a question or an educational problem they could not solve and why. Which of the following career development outcomes does the activity seek to bring about?

1. Career Decisions
2. Employment Skills
3. Career Placement
4. Self-Social Fulfillment
5. Don't Know

51. Most school-based models would agree that the phase of Career Education most applicable to the middle school/junior high year is:

1. Exploration
2. Preparation
3. Awareness
4. Don't Know

52. The purpose of the USOE Occupational Clusters is to insure that the individual will:

1. be knowledgeable about all the occupations covered by the clusters.
2. be able to narrow down his choice of occupations to one or two cluster areas.
3. be able to find how many clusters he could work in.
4. Don't Know.

53. The concept in Career Education, of a learning environment which extends beyond the school, most nearly reflects the:

1. Total School Concept
2. Open Educational System Concept
3. Awareness of Self and the Environment Concept
4. Total Environment Concept
5. Don't Know.

54. The emphasis on the attainment of an entry level skill by all learners most nearly reflects the:

1. Decision Making/Valuing Concept
2. Specific Skill Concept
3. Competency-Based Concept
4. Hands-on Concept
5. Don't Know

55. Tom is finishing seventh grade and is very enthusiastic about studying biology. He is good in mathematics and enjoys photography and painting. He is not sure, however, what kinds of jobs he might enjoy or what kinds of jobs biology would lead him to. Assuming that the school is committed to Career Education goals, which one of the following has the direct responsibility to guide Tom?

1. The Counselor and the Occupational Specialist
2. The Occupational Specialist and the Biology Teacher
3. The Biology Teacher and either the Counselor or the Occupational Specialist
4. The Counselor, Occupational Specialist, and Biology Teacher
5. Don't Know

56. In the previous example, Tom's problem could be remedied to a large extent if the school program required that:

    1. No Teacher, academic or vocational plan instruction without identifying the career implications of his/her subject area.
    2. The Counselor and Tom should independently prepare a sound career guidance program.
    3. The recommendations of the Occupational Specialist should prevail in cases of students with career problems.
    4. An appropriate combination of 2 and 3.
    5. Don't Know.

57. In a certain school with a Career Education program nearly in operation, Teacher X received a request from a student that he would like to do metal sculpture. Since the school had rather limited resources at the time, X told the student to visit the local library and produce a short report on metal sculpture. Teacher Y questioned the validity of the activity and made the following suggestions to ensure that the career needs of the student were met. Which one of them is most compatible with Career Education goals.?

    1. Have the student visit a private metal sculptor's workshop or arrange for the student's parents to take him there, as an initial introductory activity.
    2. It is premature to plan any activity until the appropriate resources arrive.
    3. Have either the vocational teacher or the Counselor assign the most appropriate activity.
    4. The school should make provisions for metal sculpture to be taught on the school premises.
    5. Don't Know.

58. Which of the following is not part of the Florida State Goal for Career Education as stated in the 1973 position paper?

    1. Career Education shall provide each learner with the experiences necessary to identify individual abilities, interests, and priorities in relation to Career Development.
    2. Career Education shall, for each learner, consist of a series of learning experiences necessary for obtaining paid work.
    3. Career Education shall provide each learner with the experiences necessary to identify and cope with those aspects of the environment which play an important role in Career Development.
    4. None of the above.
    5. Don't Know.

59. Teachers of a certain school which had just formulated its career education plan received a set of broad instructional goals from the school for the year. When they met to discuss plans of implementing the instructional program, Teacher A said it was important to identify the resources before everything else so as to order materials early. Teacher B disagreed and said one couldn't do it until the teaching objectives were stated first. Teacher C argued that planning instructional strategies was of paramount importance since it would then be easier to write matching objectives and identify the needed resources. Who was correct?

1. Teacher A
2. Teacher B
3. Teacher C
4. Both A and C
5. Don't Know

60. Which of the following current educational practices is implied also by Career Education?

1. Performance-based testing and individualization of instruction.
2. A separate course for preparing students for occupations.
3. Statement of instructional objectives before planning instructional strategies.
4. Both 1 and 3
5. Don't Know.

Check your answers with the following:

31.	2	46.	1
32.	1	47.	2
33.	2	48.	1
34.	1	49.	4
35.	2	50.	1
36.	1	51.	1
37.	2	52.	2
38.	1	53.	4
39.	2	54.	2
40.	1	55.	4
41.	1	56.	1
42.	1	57.	1
43.	1	58.	2
44.	2	59.	2
45.	1	60.	4

How did you do?

No. of questions answered correctly: ___________

FOR YOUR RECORD AND USE:

Pretest	Number you knew on the Pretest	
Posttest	Number you now know	
Gain from Pre to Posttest	Number you learned from the program	

CAREER EDUCATION PROCESS: Pre-Test and Post-Test Results

INSERVICE INTERNS

Identification #	Pre-Test Score	Post-Test Score
3995	14	24
2800	15	22
6782	13	21
1178	12	22
9454	16	27
1488	15	24
4286	11	20
5649	21	30
6611	18	24
2924	17	26
1910	12	20
6631	14	24
6864	18	27
8763	10	19
7344	16	25
8975	13	21
8081	21	30
7078	14	26
1882	12	24
7333	16	23
4610	18	29
4011	12	26
9214	22	30
1641	17	28

Post-Test Mean	24.67
Pre-Test Mean	15.29
GAIN	9.38*

*Difference to great to have resulted from chance.

CAREER EDUCATION PROCESS: Pre-Test and Post-Test Results

PRESERVICE INTERNS

Identification #	Pre-Test Scores	Post-Test Scores
0001	18	23
0002	12	20
0003	17	21
0004	12	18
0005	11	17
0006	15	21
0007	14	19
0008	13	17
0009	12	19
0010	9	16
0011	14	20
0012	16	22
0013	14	19
0014	17	28
0015	12	21

Post-Test Mean	21.10
Pre-Test Mean	13.73
GAIN	7.37*

*Difference too great to have resulted from chance.

CAREER EDUCATION WORKSHOP

PERSONAL INFORMATION

Instructions: The following information is necessary to complete our assessment of the results of your internship. Check each of the appropriate responses in items 4 through 10.

---

1. Name ____

2. Father's Career: ______________________________

3. Mother's Career: ______________________________

4. Teaching Field (level):
    - ____ Elementary
    - ____ Secondary
    - ____ Post-Secondary-Adult

5. Sex:
    - ____ Male
    - ____ Female

6. Background:
    - ____ Mostly Rural (Less than 20,000 pop)
    - ____ Mostly Urban (More than 20,000 pop)

7. Marital Status:
    - ____ Single
    - ____ Married
    - ____ Divorced/Separated
    - ____ Widowed

8. Age:
    - ____ 20-30 years
    - ____ 31-40 years
    - ____ 41-50 years
    - ____ over 50 years

9. Years Teaching Experience:
    - ____ 1-5 years
    - ____ 6-10 years
    - ____ 11-15 years
    - ____ over 15 years

10. Years Experience Outside Education:
    - ____ 1-5 years
    - ____ 6-10 years
    - ____ 11-15 years
    - ____ over 15 years

YOUR ATTITUDE TOWARD CAREERS

Instructions: Please place an "x" in the appropriate attitudinal column beside each career listed. Your complete honesty is solicited. We want to know how you really feel right now as you respond to each career. Your feelings need not be based upon whether the career is suited to your capabilities, etc., but rather how appealing it is to you on face value.

List of Careers	Pleasant	Neutral	Unpleasant
Upholsterer			
City Councilman			
Librarian			
Author			
Artist			
Tree Surgeon			
Garbage Collector			
Magazine Salesman			
Janitor			
Deepsea Diver			
Prison Guard			
Yarn Spinner			
Customs and Immigration Clerk			
Beautician			
Fireman			
Civil Engineer			
Postmaster			

	Pleasant	Neutral	Unpleasant
Pet Kennel Operator			
Air Traffic Controller			
Consumer Counselor			
Tourist Guide			
Chef			
Security Guard			
Dietitian			
Bulldozer Operator			
Disc Jocky			
Nurse's Aide			
Typist			
Archeologist			
Telephone Operator			
Laboratory Technician			
Dishwasher			
Cashier			
Teacher			
Construction Engineer			
Truck Driver			
Veterinarian			
Advertising Salesman			
Dog Groomer			
Clergyman			
Bookkeeper			
Lineman			

	Pleasant	Neutral	Unpleasant
Rock and Roll Singer			
Druggist			
Cook			
Waitress or Waiter			
Carpenter			
Custodian			
Laborer			
Interior Decorator			
Insurance Salesman			
Mortician			
Electrical Engineer			
Psychiatrist			
Dental Hygienist			
Bacteriologist			
Bio-Physicist			
Forester			
Meat Inspector			
Soil Conservationist			
Urban Planner			
Game Warden			
Geologist			
Accountant			
News Editor			
Radio-TV Technician			

	Pleasant	Neutral	Unpleasant
Commercial Fisherman			
Rescue Squad Member			
Mental Health Technician			
Oil Driller			
Pharmacist			
Public Health Administrator			
Chemist			
Meterologist			
Parks Superintendent			
Computer Operator			
Commercial Photographer			
Office Machine Operator			
Biologist			
Seafood Inspector			
Braille Translator			
Charter Boat Captain			
Lawyer			
Stage Dancer			
Sewerage Disposal Technician			
Medical Doctor			
Brickmason			
Policeman			
Public Relations Specialist			
Costume Designer			
Freight Handler			

	Pleasant	Neutral	Unpleasant
Merchant Marine Officer			
House Painter			
Armed Forces Personnel			
Quality Control Inspector			
International Exporter			
Medical Records Transcriber			
Computer Programmer			
Secretary			
Horticultural Technician			
Draftsman			
Environmental Specialist			
Social Worker			
Sculpturer			
Transit Dispatcher			
Aviation Pilot			

NOTE: Comparison of Pre and Post-Test results on this instrument showed that all interns, both preservice and inservice, tended to mark fewer unpleasant responses on the post-test.

Pre-Test Results:

Pleasant	50.54%
Neutral	31.75%
Unpleasant	17.71%

Post-Test Results:

Pleasant	63.37%
Neutral	25.67%
Unpleasant	10.96%

CAREER EDUCATION INFORMATION INVENTORY

DIRECTIONS: Read each statement carefully and decide how you feel about it. You are offered five possible answers to each statement. The "undecided" answer should be circled only when you have no opinion. Please read each statement and circle:

SA	if you strongly agree with the statement.
A	if on the whole you would tend to agree.
U	if you are undecided.
D	if on the whole you would tend to disagree.
SD	if you strongly disagree with the statement.

1. Education should have positive implications for career development. SA A U D SD

2. All education should be career education. SA A U D SD

3. The focus of the academic disciplines should be related to the career plans of each student. SA A U D SD

4. Career development is a continuous process throughout the lifetime of an individual. SA A U D SD

5. Career education programs have no implications for the college bound. SA A U D SD

6. At the elementary level, career education should be taught using the cluster approach. SA A U D SD

7. Most students should possess some entry level skill in an occupation upon leaving high school. SA A U D SD

8. School curricula should be oriented to relate to career development. SA A U D SD

9. The school has the responsibility to help students make realistic occupational decisions. SA A U D SD

10. The community is an excellent resource to use in a career education program. SA A U D SD

11. Teachers should spend specific blocks of time on career education. SA A U D SD

12. Education about careers should be integrated into the regular curriculum SA A U D SD

SA if you strongly agree with the statement.
A if on the whole you would tend to agree.
U if you are undecided.
D if on the whole you would tend to disagree.
SD if you strongly disagree with the statement.

13. Occupational role playing can be an effective way for students to learn about careers. SA A U D SD

14. The world of work should be an organizing center for the curriculum. SA A U D SD

15. Occupations should be the starting points of instruction. SA A U D SD

16. Teaching plans should be organized around what people do in their occupations. SA A U D SD

17. Education should deal with people centered activities. SA A U D SD

18. New facilities are needed in most schools to launch a career education program. SA A U D SD

19. School personnel should seek the advice of local citizens in planning and evaluating career education programs. SA A U D SD

20. A commitment from the school administration is not needed for a successful career education program. SA A U D SD

21. Consideration should be given to the views of students in planning and evaluating career education programs. SA A U D SD

22. Students need help in transferring what they learn in school to the real job situation. SA A U D SD

23. The schools have the responsibility to help students develop career objectives. SA A U D SD

24. Educational programs should be planned to help students prepare for career education. SA A U D SD

25. Students should be knowledgeable about the world of work before leaving school. SA A U D SD

SA if you strongly agree with the statement.
A if on the whole you would tend to agree.
U if you are undecided.
D if on the whole you would tend to disagree.
SD if you strongly disagree with the statement.

26. Students should be encouraged to develop long range goals and short range objectives related to the world of work. SA A U D SD

27. The school curriculum should be related to the career goals of the students. SA A U D SD

28. The interests of parents should be considered in developing the school curriculum. SA A U D SD

29. The choice of an occupation is one of the most important decisions a person makes in his lifetime. SA A U D SD

30. The process of a student choosing an occupation should be influenced. SA A U D SD

31. Students presently have sufficient orientation to the possibilities in the world of work to make sound career decisions. SA A U D SD

32. Once a student makes a career decision, he should be encouraged to pursue it. SA A U D SD

33. Career education is more appropriate for boys than for girls. SA A U D SD

34. A career education program should involve real life experiences. SA A U D SD

35. "Hands on" experiences are essential to a good career education program. SA A U D SD

36. The educational program should provide students with experiences which show the relationship between subject matter taught in school and its use in the world of work. SA A U D SD

37. Teachers are well prepared to teach in career education programs. SA A U D SD

38. College and university teacher educators do an excellent job in preparing teachers to teach in career education programs. SA A U D SD

SA if you strongly agree with the statement.
A if on the whole you would tend to agree.
U if you are undecided.
D if on the whole you would tend to disagree.
SD if you strongly disagree with the statement.

39. For students to make realistic occupational decisions, they should have an opportunity to compare their abilities, interests and needs with the requirements of various types of occupations. SA A U D SD

40. Students should be aware of the economic system and its implications for employment. SA A U D SD

41. Parents should be aware of career education experiences occurring in the school system. SA A U D SD

42. Evaluation of career education should be based solely upon the opinions of students. SA A U D SD

43. Career education should assist students in learning about and choosing a career. SA A U D SD

44. A major conveyor of career information should be the teacher. SA A U D SD

45. The major purpose of career education is to help young people discover their individual interests and abilities. SA A U D SD

46. Commercially developed career oriented games may be considered as resource materials in career education. SA A U D SD

47. Work experience should be an integral part of a program of career education. SA A U D SD

48. Career education for girls should center on secretarial, nursing and teaching skills. SA A U D SD

49. Career education should be interdisciplinary. SA A U D SD

50. Career education should be concerned with helping each student develop a positive self-image. SA A U D SD

SA if you strongly agree with the statement.
A if on the whole you would tend to agree.
U if you are undecided.
D if on the whole you would tend to disagree.
SD if you strongly disagree with the statement.

51. Experiences in career education should allow students to evaluate their interests and abilities. SA A U D SD

52. A guidance program should be an integral part of career education. SA A U D SD

53. Career education is for those students who are not able to succeed in an academic program. SA A U D SD

54. Educational systems should be concerned with the placement of some terminating students into entry-level jobs. SA A U D SD

55. Career education should serve all students in a school system. SA A U D SD

56. Special emphasis in career education should be focused on helping the student to succeed in his career. SA A U D SD

57. Representatives from business and industry can serve as excellent resource personnel for the career education program. SA A U D SD

58. Helping children develop occupational awareness should be an emphasis from kindergarten through grade six. SA A U D SD

59. The major purpose of career education is to help young people explore the many avenues of productive activity that might challenge and enlarge their individual talents. SA A U D SD

60. Occupational exploration should be integrated into grades seven through nine. SA A U D SD

61. Career education should help students develop positive attitudes toward work. SA A U D SD

SA if you strongly agree with the statement.
A if on the whole you would tend to agree.
U if you are undecided.
D if on the whole you would tend to disagree.
SD if you strongly disagree with the statement.

62. Career preparation should take place in grades ten through post-secondary. SA A U D SD

63. Prospective teachers completing teacher education programs should be prepared to teach career education. SA A U D SD

64. Citizens advisory committees should be involved in planning career education programs. SA A U D SD

65. It is important to involve parents in planning career education programs. SA A U D SD

66. The major purpose of career education is to help young people learn the wise exercise of freedom of choice, self-direction, self-discipline and responsibility. SA A U D SD

67. A placement system should be an integral part of any career education curriculum. SA A U D SD

68. Occupational exploration is best accomplished through a cluster approach. SA A U D SD

69. Relating a student's studies to the world of work should increase his motivation. SA A U D SD

70. Follow-up studies of former students should be an important part of any career education program. SA A U D SD

71. A career education program should enhance the social skills of the students. SA A U D SD

72. The career plans of students should be influenced by educators. SA A U D SD

CAREER EDUCATION INFORMATION INVENTORY

Pre and Post-Test Scores

Identification #	Pre-Test Scores	Post-Test Scores
Missing Data	59	85
	60	87
(Numbers left off in error)	65	87
	68	93
	68	98
	68	98
	69	106
	71	112
	74	115
	77	115
	83	117
	85	118
	87	119
	90	121
	91	121
	106	126
	106	127
	106	128
	108	128
	109	128
	110	129
	114	130
	120	131
	120	132

Post-Test Mean	114.62
Pre-Test Mean	88.10
GAIN	26.52*

*Difference too great to have resulted from chance.

NOTE: This inventory was not administered to preservice interns.

JOB EXPERIENCE SURVEY

Date:___________________________

Name:______________________________School:____________________________

DIRECTIONS:

Read the following list of types of work. For each type, indicate the total time you have worked as a paid employee.

Check one of the following letters in making your responses.

No paid employment	A
Part-time employment	B
Full-time, less than 1 year	C
Full-time, 1-5 years	D
Full-time, more than 5 years	E

A B C D E

1. Manual Work - Unskilled use of tools and routine work usually done by hand. . . . . 1. _ _ _ _ _

2. Machine Work - Operating and adjusting machines used in processing or manufacturing. . . . . 2. _ _ _ _ _

3. Personal Services - Providing routine services for people as a waiter, usher, etc. . . . . 3. _ _ _ _ _

4. Caring for People or Animals - Routine work related to day-to-day needs. . . . . 4. _ _ _ _ _

5. Clerical Work - Typing, recording, filing, key punching, etc. . . . . 5. _ _ _ _ _

6. Inspecting and Testing - Sorting, measuring or checking products, materials, facilities. . . . 6. _ _ _ _ _

7. Crafts & Precise Operations - Skilled use of tools or equipment in building, installation, repair or machine operation. . . . . 7. _ _ _ _ _

8. Customer Services - Conducting routing business relations with people as reservations, retail sales8. _ _ _ _ _

9. Nursing and Related Technical Services - Providing service as a nurse, therapist, laboratory technician. . . . . 9. _ _ _ _ _

10. Skilled Personal Services - Providing skilled services to people as tailoring, cooking, barbering or hair dressing. . . . . 10._ _ _ _ _

11. Training - Instructing people in employment or leisure-time activities; animal training. . . . . 11._ _ _ _ _

12. Literary - Writing novels, poetry, reviews, speeches, technical reports; translating. . . . . 12._ _ _ _ _

13. Numerical - Using mathematics as in accounting, data processing, statistics. . . . . 13._ _ _ _ _

14. Appraisal - Evaluating real estate, surveying land, conducting laboratory tests, analyzing business efficiency. . . . . 14._ _ _ _ _

15. Agriculture - Farming, forestry, landscaping; animal production, marketing. . . . . 15._ _ _ _ _

16. Applied Technology - Applying engineering principles and scientific knowledge to the design of structures and machines. . . . . 16._ _ _ _ _

17. Promotion and Communication - Owning or managing a business; show foreman, administrator, union official, etc. . . . . 17._ _ _ _ _

18. Management and Supervision - Owning or managing a business; shop foreman, administrator, union official, etc. . . . . 18._ _ _ _ _

19. Artistic - interior decorating, display work, photography, commercial art, etc. . . . . 19._ _ _ _ _

20. Sales Representative - Demonstrating and explaining products or services to customers; selling, installing, technical assistance, etc. . . . . . 20._ _ _ _ _

21. Music - Composing, arranging, conducting, singing, playing instruments, etc. . . . . 21._ _ _ _ _

22. Entertainment and Performing Arts - Entertaining others as dramatics, dancing, comedy routines, acrobatics, etc. .22._ _ _ _ _

23. Teaching, Counseling and Social Work - Providing instruction or other services to schools, clinics, welfare agencies. . . . . 23. _ _ _ _ _

24. Medical - Providing medical, surgical or related services for people or animals. . . . . . 24. _ _ _ _ _

CAREER EDUCATION PERSONNEL TRAINING CENTER

Office of Career Education - Inservice Teacher Education
Pinellas County, Florida

This rating sheet provides you the opportunity to indicate your reactions to the training component you have just completed. The results will be helpful in future planning. Your responses will remain anonymous, so please complete every item.

I. Participant Status. Indicate your reaction to each of the statements below by circling the appropriate number on the scale at the left of the statement.

Strongly disagree	1
Disagree	2
Uncertain	3
Agree	4
Strongly agree	5

1.	Prior to the training session, I felt that I had a need for this training.	1	2	3	4	5
2.	I feel that this training component was relevant to my needs.	1	2	3	4	5
3.	I believe that this training component will be beneficial to me in my work.	1	2	3	4	5
4.	Through this training component, I have gained knowledge and skills which are valuable and useful.	1	2	3	4	5

II. The Training Session. Indicate the adequacy of each of these elements of the training component by circling the appropriate number on the scale at the left of the element.

Totally inadequate	1
Less than adequate	2
Adequate	3
More than adequate	4
Outstanding	5

5.	Clarity of objectives	1	2	3	4	5
6.	Appropriateness of objectives.	1	2	3	4	5
7.	Relevance of topics to objectives.	1	2	3	4	5
8.	Amount of materials.	1	2	3	4	5

9. Appropriateness of materials. 1 2 3 4 5

10. Appropriateness of activities, problems or assignments. 1 2 3 4 5

11. Opportunity for you to ask questions. 1 2 3 4 5

12. Opportunity for you to actively participate. 1 2 3 4 5

III. The Trainer or Instructor. Indicate the adequacy of each of these items regarding the trainer by circling the appropriate number on the scale at the left of the item.

Totally inadequate	1
Less than adequate	2
Adequate	3
More than adequate	4
Outstanding	5

13. Knowledge of the subject. 1 2 3 4 5

14. Clarity of presentation. 1 2 3 4 5

15. Organization. 1 2 3 4 5

16. Use of time. 1 2 3 4 5

17. Use of materials. 1 2 3 4 5

18. Enthusiasm for the subject. 1 2 3 4 5

19. Ability to relate to the participants. 1 2 3 4 5

20. Provision of feedback on participants' performance or progress. 1 2 3 4 5

21. Overall effectiveness. 1 2 3 4 5

IV. Comments. Place your remarks in the space provided for each item.

1. The most beneficial aspect of this training component was:

2. The least beneficial aspect of this training component was:

3. I recommend the following changes:

FOR PLANNING PURPOSES:

In my opinion, the most appropriate follow-up to this training component would be:

PINELLAS COUNTY CAREER EDUCATION
MATERIALS EVALUATION

Name of Resource:______________________________ Date:______________

Teacher:__________________________ Date Received__________ Date Returned_______

School:________________________Grade:_______No. of Students:________

Check all the appropriate media:

___Kit
___Transparency
___16mm Film
___Bulletin Bd. Aid
___Flannel Bd. Aid

___Slide
___Film Strip
___Cassette
___Picture
___Other:____

___Cab Activity
___Record
___Model
___Puzzle

___Tape
___8mm Film
___Book
___Play Toy

____

The material recommended for use in the following areas:

Cluster

___Agri-Business & Natural Resources
___Business
___Communication & Media
___Construction
___Consumer & Homemaking
___Environment
___Fine Arts & Humanities
___Health
___Hospitality & Recreation
___Manufacturing
___Marine Science
___Marketing & Distribution
___Personal Services
___Public Service
___Transportation

Discipline

___Mathematics
___Social Studies
___Science
___Language Arts
___Music
___Art
___Phys. Education
___Foreign Languages
___Health
___Vocational Subjects

Career Education Element

___Educational Awareness
___Career Awareness
___Self Awareness
___Attitudes & Appreciations
___Decision-Making Skills
___Employability Skills
___Economic Awareness
___Skill Awareness & Beginning Competence

1. Were you assisted by or did you cooperate with a Career Education staff member in planning/implementing curriculum for use of this material?

Yes___ No___

2. If yes, approximately how much time did this person spend with you?________ with students?_______

3. If this is not a CAB Activity, were you involved in developing a Career Education guide, activity, or unit for this material while you used it?

Yes____ No____

4. Did you encounter any difficulty using this material?

Yes____ No____

Will you please comment.____

____

5. Did students use this material independently?

Yes____ No____

6. Please indicate the numbers of hours the material was used by the teacher with the class as opposed to the number of hours students used the material independently.

Teacher_____hrs. Student_____hrs.

7. In your opinion, approximately what % of the students were able to understand and learn from using the materials without undo difficulty?

_________%

8. How would you describe the students during the time they were exposed to this material?

Please check one.

1. Enthusiastic and involved ____
2. Fairly interested ____
3. Barely interested ____
4. Bored and disinterested ____
5. Other ____

____

9. Any other comments you wish to make:________________________________

____

Thank you.

Career Education Personnel Training Center
Pinellas County, Florida

TEACHER ACTIVITY SHEET

1. Cluster:

2. Career Education Element:

3. Accreditation Standard:

4. Performance Objective:

5. Activity:

6. Materials:

CAREER EDUCATION ACTIVITY RECORD

School ____________________

Month ____________________

Staff Member ____________________

A					B		C																		E								F			G	
TYPE OF ACTIVITY					DESCRIPTION OF ACTIVITY AND EVALUATION		RESOURCE MATERIALS AND EVALUATION		OCCUPATIONAL CLUSTER(S) (✓)															CAREER EDUCATION ELEMENT(S) (✓)								CLASS			OTHER STAFF INVOLVED	
(✓) Field Trip	(✓) Parent Visit	(✓) Other Person(s)	(✓) CAB	(✓) Other Activity	BRIEF DESCRIPTION OF ACTIVITY * (IF A CAB, OMIT DESCRIPTION AND INSERT CAB NO.)	PLEASE RATE ACTIVITY ON AN A TO F SCALE *	RESOURCE MATERIALS USED	PLEASE RATE MATERIALS ON AN A TO F SCALE *	Agri-bus./Nat. Resources	Business/Office	Communication/Media	Construction	Consumer/Homemaking	Environment	Fine Arts/Humanities	Health	Hospitality/Recreation	Manufacturing	Marine Science	Marketing/Distribution	Personal Services	Public Service	Transportation	Attitudes/Appreciations	Career Awareness	Decision-Making Skills	Economic Awareness	Educational Awareness	Employability Skills	Self Awareness	Skill Awareness/Beginning Competence	GRADE LEVEL	SUBJECT AREA	NO. OF STUDENTS	LAST NAME	WRITE "T" "C" "OS" OR "OTHER"

PINELLAS COUNTY SCHOOLS
CAREER EDUCATION PERSONNEL TRAINING CENTER

SUPERVISING TEACHER'S EVALUATION

INTERN:______________________________ SUBJECT/DEPARTMENT____________________

Directions: Read each statement carefully and decide how you feel about it. You are offered five possible answers to each statement. The "undecided" answer should be circled only when you have no opinion. Please read each statement and circle:

SA if you strongly agree with the statement.
A if on the whole you would tend to agree.
U if you are undecided.
D if on the whole you would tend to disagree.
SD if you strongly disagree with the statement.

1. Understands the career education duties of all individuals to whom assigned in the school. SA A U D SD
How:____

____

2. Understands the organizational structure of the department and is able to relate regular curriculum to career education in a meaningful manner. SA A U D SD
How:____

____

3. Knows the objectives of the department and is able to relate career education objectives to department objectives. SA A U D SD
How:____

____

4. Completes specific tasks without close supervision. SA A U D SD
Explain:____

____

5. Offers constructive ideas in the regular curriculum and in career education. SA A U D SD
Explain:____

____

6. Relates with others (both students & teachers) in a humanistic way. SA A U D SD
   Explain: ____

   ____

7. The intern's involvement met the objectives of the previously determined program assignment in the school. SA A U D SD
   How: ____

   ____

8. Supervision time required to direct the intern was reasonable. SA A U D SD
   Why: ____

   ____

9. Intern participates willingly in many involvements. SA A U D SD
   How: ____

   ____

10. Intern is dependable. SA A U D SD
    Explain: ____

    ____

11. Intern has the personal traits, and professional qualifications needed for a position in a "career oriented" school. SA A U D SD
    Explain: ____

    ____

12. Exercises personal initiative to enrich learning experiences aside from defined assignments. SA A U D SD
    How: ____

    ____

13. Readily accepts suggestions and criticisms. SA A U D SD
    Explain: ____

    ____

14. Shows a positive attitude toward career education. SA A U D SD
How: ______________________________

____

15. Shows a positive attitude toward the internship. SA A U D SD
How: ______________________________

____

16. Intern is punctual and not absent without good reason. SA A U D SD
Explain: ______________________________

____

17. Intern is neat in personal appearance. SA A U D SD
How: ______________________________

____

18. Would you rate the intern's overall learning experience as excellent? SA A U D SD
How: ______________________________

____

19. If you had an opening in your department, would you recommend the intern as a good applicant? SA A U D SD
Why: ______________________________

____

20. Having a career education intern in the department has been valuable to the school in implementing career education activities. SA A U D SD
Why: ______________________________

____

____
Supervising Teacher

PINELLAS COUNTY SCHOOLS

CAREER EDUCATION PERSONNEL TRAINING CENTER
FIRST SEMESTER EVALUATION REPORT

NAME ______________________________ SCHOOL ______________________________

POSITION ______________________________ CONFERENCE DATE ______________________

1. Areas of Strength

II. Recommendations for Improvement
This must include methods of achieving career education objectives and means of judging success, as well as a date for reappraisal.

III. Overall Evaluation
Satisfactory ____ Some improvement needed ___ Considerable improvement needed ____

IV. Additional help from the Career Education staff is requested.

Yes ____ No ____

Appraisal Date ______________________ ______________________________
Appraisee

____
Appraiser

This form is to be filled out for all career education interns at the end of the first semester, January 16, 1976. If the intern is having problems and needs help of a specific nature, it should be indicated on this form.

These reports are due in the Career Education Office by Monday, February 2, 1976.

Please provide the intern with a duplicate copy of the evaluation.

PINELLAS COUNTY SCHOOLS
CAREER EDUCATION PERSONNEL TRAINING CENTER
SECOND SEMESTER EVALUATION FORM

Name________________________ School___________________________

Appraiser must support all "Needs to improve" ratings with an explanation under "Comment". In addition to stating specific areas where improvement is needed, appraiser must indicate in "Comment", level of present performance such as "satisfactory, but needing to improve"; or "unsatisfactory", and "needing to improve" to reach an acceptable level of competence.

PERSONAL

	*E	G	N
Attitude Has positive and constructive approach to work, shares total school responsibility, maintains professional appearance and ethics, works well with others, accepts criticism.	☐	☐	☐
Judgment Works within rules, policies, and established procedures, senses probable outcomes, maintains emotional control and consistency in decisions.	☐	☐	☐
Dependability Gives responsible day to day performance with reasonable absenteeism, is punctual in all matters.	☐	☐	☐

Appraiser's Comment: ____________________________

____

PROFESSIONAL

	*E	G	N
Classroom Atmosphere Maintains positive and consistent discipline, demonstrates understanding and acceptance of all students, uses physical facilities to best advantage.	☐	☐	☐
Classroom Performance Actively involves students, provides for individual differences, employs variety of methods, media, and motivational skills, demonstrates enthusiams.	☐	☐	☐
Preparation and Organization Supplies evidence of good planning, demonstrates knowledge of subject, keeps records of achievement, works at self-improvement.	☐	☐	☐

*E - Excellent
G - Good
N - Needs to Improve

Understands career education theories, concepts, goals, and objectives. ☐ ☐ ☐

Uses career education methods and strategies successfully with students. ☐ ☐ ☐

Appraiser's Comment: ____

____

____

____

Conference Dates

____ 1975/76

Observation Dates

____ 1975/76

____
Signature of Appraisee
(This signature does not necessarily imply agreement. It confirms the fact that the person named above has received a copy of the completed form.)

____
Signature of Appraiser

PINELLAS COUNTY
CAREER EDUCATION PERSONNEL TRAINING CENTER

AUDIO-VISUAL CHECK LIST

Name of Intern: ______________________________

DATE: ____________________

AUDIO-VISUAL EQUIPMENT	Excellent	Satisfactory	Needs Improvement	Unsatisfactory
1. Cameras - Photography				
Operation of Equipment	___	___	___	___
Quality of Product	___	___	___	___
Set up and Delivery	___	___	___	___
2. Tape Recorders				
Cassette	___	___	___	___
Reel-to-Reel	___	___	___	___
3. Filmstrip Projectors	___	___	___	___
4. Slide Projecters	___	___	___	___
5. Sound-on-Slide	___	___	___	___
6. Overhead Projector	___	___	___	___
7. Opaque Projector	___	___	___	___
8. Movie Projector				
Conventional	___	___	___	___
Self-Threading	___	___	___	___
9. Black and White Video-Tape	___	___	___	___
10. Color Video-Tape	___	___	___	___

1975-76
CAREER EDUCATION ACTIVITY RECORD

Reported by

Career Education Interns
(School)

From: October 1975 - May 1976, 19__

15	Field Trips
18	Parent Visits
33	Other Resource Persons
42	CAB Activities (from Activity Bank)
308	Other Activities

Activities Categorized by Occupational Cluster:

104	Agri-Business/Natural Resources
129	Business/Office
155	Communication/Media
119	Construction
112	Consumer/Homemaking
797	Environment
688	Fine Arts/Humanities
578	Health
433	Hospitality/Recreation
316	Manufacturing
207	Marine Science
103	Marketing/Distribution
696	Personal Services
568	Public Service
379	Transportation

Activities Categorized by Career Education Element:

276	Attitudes/Appreciations
324	Career Awareness
128	Decision-Making Skills
251	Economic Awareness
238	Educational Awareness
134	Employability Skills
307	Self Awareness
161	Skill Awareness/Beginning Competence

Total Number of Student Contacts Reported: 21,479

School [illegible]

CAREER EDUCATION ACTIVITY RECORD

Month November
Staff Member Stacie

A				B		C		D															E								F			G	
TYPE OF ACTIVITY				DESCRIPTION OF ACTIVITY AND EVALUATION		RESOURCE MATERIALS AND EVALUATION		OCCUPATIONAL CLUSTER(S) (✓)															CAREER EDUCATION ELEMENT(S) (✓)								CLASS			OTHER STAFF INVOLVED	
(1) Parent Staff	(2) Other Personnel	(3) CAB	(4) Other Activity	BRIEF DESCRIPTION OF ACTIVITY * (IF A CAB, OMIT DESCRIPTION AND INSERT CAB NO.)	PLEASE RATE ACTIVITY ON AN A TO F SCALE *	RESOURCE MATERIALS USED	PLEASE RATE MATERIALS ON AN A TO F SCALE *	Agri-Bus./Nat. Resources	Business/Office	Communication/Media	Construction	Consumer/Homemaking	Environment	Fine Arts/Humanities	Health	Hospitality/Recreation	Manufacturing	Marine Science	Marketing/Distribution	Personal Services	Public Service	Transportation	Attitudes/Appreciations	Career Awareness	Decision-Making Skills	Economic Awareness	Educational Awareness	Employability Skills	Self Awareness	Skill Awareness/Beginning Competence	GRADE LEVEL	SUBJECT AREA	NO. OF STUDENTS	LAST NAME	WRITE "T" "C" "OS" OR "OTHER"
				[illegible]	A																										[illegible]	SS ✓	50		
				[illegible]	A	puppet																									[illegible]	✓	50		
				[illegible] your [illegible] Little [illegible]	A	Picture	A																									✓	50		
				Book – First Day	A	Book	A																									✓	1		
				Our School Helpers	[illegible]	Filmstrip	B														✓											✓	|		
				[illegible]	A																✓											✓	|		
				[illegible] Chart	A																											✓	|	[illegible]	OS
				[illegible] Parcel	E	[illegible]	B																									[illegible] ✓		[illegible]	
				[illegible]	A	[illegible]	A																									11 ✓	|		
				[illegible]	A																											11 ✓	|		
				[illegible]	A																											11 ✓	+		
				[illegible]		[illegible]																	✓		✓				✓			SS ✓	|	[illegible]	OS
				[illegible] + Career		[illegible]																		✓			✓		✓		✓	all ✓	✓	[illegible]	[illegible]

* PLEASE RATE: IF A CAB, OMIT DESCRIPTION AND INSERT CAB NO.

242

243

School [illegible]

CAREER EDUCATION ACTIVITY RECORD

Month

Staff Member [illegible]

A		B		C		D															E								F			G	
TYPE OF ACTIVITY		DESCRIPTION OF ACTIVITY AND EVALUATION		RESOURCE MATERIALS AND EVALUATION		OCCUPATIONAL CLUSTER(S) (✓)															CAREER EDUCATION ELEMENT(S) (✓)								CLASS			OTHER STAFF INVOLVED	
(1) CAB	(2) Other Activity	BRIEF DESCRIPTION OF ACTIVITY * (IF A CAB, OMIT DESCRIPTION AND INSERT CAB NO.)	PLEASE RATE ACTIVITY ON AN A TO F SCALE *	RESOURCE MATERIALS USED	PLEASE RATE MATERIALS ON AN A TO F SCALE *	Agri-bus./Nat. Resources	Business/Office	Communication/Media	Construction	Consumer/Homemaking	Environment	Fine Arts/Humanities	Health	Hospitality/Recreation	Manufacturing	Marine Science	Marketing/Distribution	Personal Services	Public Service	Transportation	Attitudes/Appreciations	Career Awareness	Decision-Making Skills	Economic Awareness	Educational Awareness	Employability Skills	Self Awareness	Skill Awareness/Beginning Competence	GRADE LEVEL	SUBJECT AREA	NO. OF STUDENTS	LAST NAME	WRITE "T" "C" "OS" OR "OTHER"
		[illegible]	A	[illegible]	A-																								K/1	—	48	[illegible]	[illegible]
		[illegible]	A	—	—																								K	—	50	[illegible]	T O
		[illegible]	A	—	—																								[illegible]	[illegible]	[illegible]	—	—
		[illegible]	[illegible]	[illegible]	A																								[illegible]	[illegible]	[illegible]	[illegible]	C
		[illegible]	A	[illegible]	—																								5	[illegible]	[illegible]	—	1-77-
		[illegible]	[illegible]		A																								[illegible]	[illegible]	[illegible]	—	—
		[illegible]	A	[illegible]	[illegible]																								[illegible]	[illegible]	[illegible]	—	—
																														[illegible]	[illegible]	—	—
		[illegible]	A	[illegible]	[illegible]																								1	—	111	[illegible]	[illegible]
		[illegible]	[illegible]	[illegible]	[illegible]																												245
2		[illegible]	[illegible]	[illegible]	[illegible]																											—	—
3		[illegible]	[illegible]	[illegible]	[illegible]																								—			—	—
3		[illegible]	[illegible]	[illegible]																												[illegible]	[illegible]

PINELLAS COUNTY
CAREER EDUCATION PERSONNEL TRAINING CENTER

CLASSROOM TEACHER'S ROLE IN PLACEMENT AND FOLLOW-UP

1. Teach appropriate interviewing techniques.
2. Keep up-to-date with changing careers as new jobs are created and others become obsolete.
3. Teach the concept of critical thinking as it relates to career choice.
4. Relate to the student the necessity of acquiring employability skills.
5. Explain commonalities of interrelated career clusters and career ladders.
6. Explain the influence of occupations on the development of life styles.
7. Discuss employer-employee relationships.
8. Discuss employer expectations using local businesses as examples.
9. Help students identify strengths and weaknesses as they relate to potential employment.
10. Assist students in developing good work habits - have them consider school as their present job.
11. Direct students in identifying tasks performed by people in various occupations.
12. Relate career choices to educational requirements.
13. Help students identify the career opportunities related to subject matter objectives covered in class.
14. Encourage students to do research on occupations that are of interest to them.
15. Discuss vocations that can become avocations, and avocations that can become vocations.
16. Help students recognize the importance of realistic career planning.

17. Teach students to use the Dictionary of Occupational Titles.

18. Organize shadowing experiences for students with local businesses.

19. Encourage other educators to provide field experiences for students in all appropriate high school courses.

20. Explain the school system's placement and follow-up services to all students.

21. Study placement and follow-up data in order to revise curricular experiences to more adequately meet the needs of students.

22. Survey community businesses which utilize the skills students learn in various classes - ask business people to validate need for the skills taught in school.

23. Assist students in getting part-time jobs.

24. Role play employment situations.

25. Develop a student career resource information file for the classroom.

Interns prepared and made both individual and group presentations. Populations included:

A. Pinellas County Teacher Personnel Training Center Seminars (4)

B. Pinellas County district level supervisors and administrators

C. Florida State Department of Education personnel

D. University of South Florida classes

E. Eckerd College classes

F. Broward, Orange and Pinellas Mini-Conference.

G. State Career Education Conference

H. Florida Personnel Guidance Association Conference

I. Business and Industry Career Education Advisory Committee

J. EPIC (Educational Progress in Careers) - Florida Council of 100

K. Pinellas County Teacher Education Council

L. Elementary Principals' Association

M. Secondary Principals' Association

N. Individual school staff meetings

O. School Advisory Committees

P. Secondary departmental meetings

Q. Pinellas County Curriculum Council

R. National Invitational Career Education Conference, Tampa, Florida

PINELLAS COUNTY
CAREER EDUCATION PERSONNEL TRAINING CENTER

INTERIM AND FINAL ASSESSMENT OF APPLIED COMPETENCIES

E = Excellent (3 points)
S = Satisfactory (2 points)
NI = Needs to Improve (1 point)
U = Unsatisfactory (0 points)
NA = Not Applicable (0 points)

0 - 15 = Unsatisfactory
16 - 30 = Need to Improve
31 - 60 = Satisfactory
61 - 75 = Excellent

Competency	Rating	Points
1. The intern provides student-centered career education activities.		
2. The intern plans interchanges between students and adults so that attitudes and values relating to careers can be expressed and examined.		
3. The intern includes, in the regular instructional program, opportunities for learning career development skills.		
4. The intern provides students direct experiences with resource people from the world of work, and with opportunity to ask appropriate questions, organize, analyze, and share the findings.		
5. The intern utilizes instructional support systems (counselors, administration, occupational specialists, curriculum assistants, and media specialists) to help plan, implement and evaluate career education activities.		
6. The intern uses available curriculum guides to infuse and stress relationships among various disciplines of knowledge, careers, and life-styles.		
7. The intern organizes information about accessible community resources in a centralized file.		

Competency	Rating	Points
8. The intern keeps records of the career development activities of all students.	______	______
9. The intern understands and relates career education activities to school functions and policies.	______	______
10. The intern is qualified to provide inservice in career education to other teachers.	______	______
11. The intern's school-community contacts brings increased resources to the instructional program.	______	______
12. The intern communicates with parents about curricular goals and activities relating to career education as well as the career development progress of students.	______	______
13. The intern organizes parental involvement in the career education program.	______	______
14. The intern organized an advisory committee to assist in designing and implementing career education activities.	______	______
15. The intern communicates career education activities to the community through appropriate media.	______	______
16. The intern assists the regular school staff in working toward common career education goals.	______	______
17. The intern has learned to apply effective methods in relating career education to subject matter being taught.	______	______
18. The intern readily shares problems relating to implementation of career education with superiors.	______	______
19. The intern readily shares ideas and accomplishments relating to career education with other teachers.	______	______

Competency	Rating	Points
20. The intern involves students in planning for instruction which relates to their own career development.	______	______
21. The intern makes maximum use of competencies and resources in developing systems whereby they improve the delivery of career education concepts to students.	______	______
22. The intern plans inservice to refocus educational priorities and activities in the area of career development.	______	______
23. The intern implements inservice for other staff members.	______	______
24. The intern understands the basics of process and product evaluation of career education.	______	______
25. The intern is able to develop and classify career education curriculum materials which demonstrate the relationship between their area of education and careers for use by other educators.	______	______

Total Points: ______ = ______

The intern needs help with the following area(s):

1. Increased knowledge of subject matter being taught. (Area of certification) _____ Yes _____ No _____ Don't Know
2. Increased information about the world of work. _____ Yes _____ No _____ Don't Know
3. Lesson planning and curriculum development. _____ Yes _____ No _____ Don't Know
4. Interviewing (questioning) _____ Yes _____ No _____ Don't know
5. Role-Playing _____ Yes _____ No _____ Don't Know

6. Simulation _____ Yes _____ No _____Don't Know

7. Values Clarification _____ Yes _____ No _____Don't Know

8. Problem Solving (Decision-Making) _____ Yes _____ No _____Don't Know

9. More work related experience _____ Yes _____ No _____Don't Know

10. Evaluation _____ Yes _____ No _____Don't Know

Date ______________________________ Supervising Teacher/OCE Staff______________

Date ______________________________ Intern ______________________________________

PINELLAS COUNTY
CAREER EDUCATION PERSONNEL TRAINING CENTER

INTERIM AND FINAL ASSESSMENT OF APPLIED COMPETENCIES

E = Excellent (3 points)
S = Satisfactory (2 points)
NI = Needs to Improve (1 point)
U = Unsatisfactory (0 points)
*NA = Not Applicable (0 points)

0 - 15 = Unsatisfactory
16 - 30 = Need to Improve
31 - 60 = Satisfactory
61 - 75 = Excellent

GROUP AVERAGE: INSERVICE INTERNS
January, 1976

Competency	Rating	Points
1. The intern provides student-centered career education activities.	S	2.5
2. The intern plans interchanges between students and adults so that attitudes and values relating to careers can be expressed and examined.	S	2.5
3. The intern includes, in the regular instructional program, opportunities for learning career development skills.	S	2.4
4. The intern provides students direct experiences with resource people from the world of work, and with opportunity to ask appropriate questions, organize, analyze, and share the findings.	S	2.3
5. The intern utilizes instructional support systems (counselors, administration, occupational specialists, curriculum assistants, and media specialists) to help plan, implement and evaluate career education activities.	S	2.4
6. The intern uses available curriculum guides to infuse and stress relationships among various disciplines of knowledge, careers, and life-styles.	S	2.5
7. The intern organizes information about accessible community resources in a centralized file.	S	2.4

	Competency	Rating	Points
8.	The intern keeps records of the career development activities of all students.	S	2.2
9.	The intern understands and relates career education activities to school functions and policies.	S	2.4
10.	The intern is qualified to provide in-service in career education to other teachers.	NI	1.3
11.	The intern's school-community contacts brings increased resources to the instructional program.	S	2.1
12.	The intern communicates with parents about curricular goals and activities relating to career education as well as the career development progress of students.	NI	1.5
13.	The intern organizes parental involvement in the career education program.	S	2.5
14.	The intern organized an advisory committee to assist in designing and implementing career education activities.	NI	1.3
15.	The intern communicates career education activities to the community through appropriate media.	S	2.1
16.	The intern assists the regular school staff in working toward common career education goals.	S	2.4
17.	The intern has learned to apply effective methods in relating career education to subject matter being taught.	S	2.3
18.	The intern readily shares problems relating to implementation of career education with superiors.	S	2.4
19.	The intern readily shares ideas and accomplishments relating to career education with other teachers.	S	2.5

	Competency	Rating	Points
20.	The intern involves students in planning for instruction which relates to their own career development.	S	2.2
21.	The intern makes maximum use of competencies and resources in developing systems whereby they improve the delivery of career education concepts to students.	S	2.3
22.	The intern plans inservice to refocus educational priorities and activities in the area of career development.	NA	
23.	The intern implements inservice for other staff members.	NA	
24.	The intern understands the basics of process and product evaluation of career education.	NI	1.3
25.	The intern is able to develop and classify career education curriculum materials which demonstrate the relationship between their area of education and careers for use by other educators.	S	2.1

Total Points: 49.9 = S

The intern needs help with the following area(s):

1. Increased knowledge of subject matter being taught. (Area of certification) 14 Yes 10 No ___ Don't Know
2. Increased information about the world of work. 12 Yes 10 No 2 Don't Know
3. Lesson planning and curriculum development. 16 Yes 6 No 2 Don't Know
4. Interviewing (questioning) 12 Yes 10 No 2 Don't know
5. Role-Playing 15 Yes 6 No 1 Don't Know

6. Simulation 10 Yes 11 No 3 Don't Know

7. Values Clarification 12 Yes 8 No 4 Don't Know

8. Problem Solving (Decision-Making) 10 Yes 7 No 7 Don't Know

9. More work related experience 15 Yes 6 No 3 Don't Know

10. Evaluation 16 Yes 4 No 4 Don't Know

Date February, 1976 Supervising Teacher/OCE Staff D.R./M.C.

Date ____________ Intern Average of all **

*Items marked NA were not used in computing averages. In some situations interns were not afforded the opportunity to apply some of the competencies.

Intern Identification Number	Score
3995	60
2800	58
6782	62
1178	37
9454	61
1488	60
4286	30
5649	48
6611	56
2924	40
1910	56
6631	48
6864	65
8763	46
7344	33
8975	50
8081	56
7078	30
1882	46
7333	36
4610	60
4011	46
9214	42
1641	52
	1178

** Individual evaluations are on file in the Office of Career Education.

PINELLAS COUNTY
CAREER EDUCATION PERSONNEL TRAINING CENTER

INTERIM AND FINAL ASSESSMENT OF APPLIED COMPETENCIES

E = Excellent (3 points)
S = Satisfactory (2 points)
NI = Needs to Improve (1 point)
U = Unsatisfactory (0 points)
NA = Not Applicable (0 points)

0 - 15 = Unsatisfactory
16 - 30 = Need to Improve
31 - 60 = Satisfactory
61 - 75 = Excellent

GROUP AVERAGE: INSERVICE INTERNS
June, 1976

Competency	Rating	Points
1. The intern provides student-centered career education activities.	E	3.0
2. The intern plans interchanges between students and adults so that attitudes and values relating to careers can be expressed and examined.	S	2.5
3. The intern includes, in the regular instructional program, opportunities for learning career development skills.	E	3.0
4. The intern provides students direct experiences with resource people from the world of work, and with opportunity to ask appropriate questions, organize, analyze, and share the findings.	S	2.5
5. The intern utilizes instructional support systems (counselors, administration, occupational specialists, curriculum assistants, and media specialists) to help plan, implement and evaluate career education activities.	S	2.6
6. The intern uses available curriculum guides to infuse and stress relationships among various disciplines of knowledge, careers, and life-styles.	S	2.7
7. The intern organizes information about accessible community resources in a centralized file.	S	2.6

Competency	Rating	Points
8. The intern keeps records of the career development activities of all students.	S	2.4
9. The intern understands and relates career education activities to school functions and policies.	S	2.6
10. The intern is qualified to provide in-service in career education to other teachers.	S	2.2
11. The intern's school-community contacts brings increased resources to the instructional program.	S	2.5
12. The intern communicates with parents about curricular goals and activities relating to career education as well as the career development progress of students.	S	2.1
13. The intern organizes parental involvement in the career education program.	S	2.6
14. The intern organized an advisory committee to assist in designing and implementing career education activities.	S	2.0
15. The intern communicates career education activities to the community through appropriate media.	S	2.3
16. The intern assists the regular school staff in working toward common career education goals.	S	2.7
17. The intern has learned to apply effective methods in relating career education to subject matter being taught.	S	2.6
18. The intern readily shares problems relating to implementation of career education with superiors.	E	3.0
19. The intern readily shares ideas and accomplishments relating to career education with other teachers.	S	2.7

Competency	Rating	Points
20. The intern involves students in planning for instruction which relates to their own career development.	S	2.5
21. The intern makes maximum use of competencies and resources in developing systems whereby they improve the delivery of career education concepts to students.	S	2.5
22. The intern plans inservice to refocus educational priorities and activities in the area of career development.	S	2.0
23. The intern implements inservice for other staff members.	NI	1.6
24. The intern understands the basics of process and product evaluation of career education.	S	2.0
25. The intern is able to develop and classify career education curriculum materials which demonstrate the relationship between their area of education and careers for use by other educators.	S	2.5

Total Points: 61.7 = E

The intern needs help with the following area(s):

1. Increased knowledge of subject matter being taught. (Area of certification) 5 Yes 15 No 4 Don't Know
2. Increased information about the world of work. 9 Yes 9 No 6 Don't Know
3. Lesson planning and curriculum development. 10 Yes 12 No 2 Don't Know
4. Interviewing (questioning) 8 Yes 14 No 0 Don't know
5. Role-Playing 6 Yes 14 No 4 Don't Know

6. Simulation 7 Yes 13 No 4 Don't Know

7. Values Clarification 4 Yes 15 No 5 Don't Know

8. Problem Solving (Decision-Making) 8 Yes 16 No 0 Don't Know

9. More work related experience 7 Yes 9 No 8 Don't Know

10. Evaluation 12 Yes 8 No 4 Don't Know

Date June, 1976 Supervising Teacher/OCE Staff D.R./M.C.

Date ______ Intern Average of all *

Intern Identification No.	Score
3995	71
2800	64
6782	68
1178	56
9454	66
1488	68
4286	68
5649	64
6611	66
2924	54
1910	70
6631	56
6864	73
8763	60
7344	50
8975	70
8081	70
7078	45
1882	58
7333	48
4610	75
4011	60
9214	58
1641	60
	1480

Mean Score 61.67

*Individual evaluations are on file in the Office of Career Education

Interim Evaluation Mean	49.10
Final Evaluation Mean	61.67
GAIN	12.57*

*Difference too great to have resulted from chance.

PINELLAS COUNTY
CAREER EDUCATION PERSONNEL TRAINING CENTER

INTERIM AND FINAL ASSESSMENT OF APPLIED COMPETENCIES

E = Excellent (3 points)
S = Satisfactory (2 points)
NI = Needs to Improve (1 point)
U = Unsatisfactory (0 points)
*NA = Not Applicable (0 points)

0 - 15 = Unsatisfactory
16 - 30 = Need to Improve
31 - 60 = Satisfactory
61 - 75 = Excellent

GROUP AVERAGE: PRESERVICE INTERNS
May, 1976

Competency	Rating	Points
1. The intern provides student-centered career education activities.	NI	1.4
2. The intern plans interchanges between students and adults so that attitudes and values relating to careers can be expressed and examined.	NI	1.5
3. The intern includes, in the regular instructional program, opportunities for learning career development skills.	S	2.5
4. The intern provides students direct experiences with resource people from the world of work, and with opportunity to ask appropriate questions, organize, analyze, and share the findings.	NI	1.3
5. The intern utilizes instructional support systems (counselors, administration, occupational specialists, curriculum assistants, and media specialists) to help plan, implement and evaluate career education activities.	NI	1.4
6. The intern uses available curriculum guides to infuse and stress relationships among various disciplines of knowledge, careers, and life-styles.	S	2.5
7. The intern organizes information about accessible community resources in a centralized file.	S	2.3

Competency	Rating	Points
8. The intern keeps records of the career development activities of all students.	S	2.1
9. The intern understands and relates career education activities to school functions and policies.	S	2.2
10. The intern is qualified to provide in-service in career education to other teachers.	NA	______
11. The intern's school-community contacts brings increased resources to the instructional program.	NI	1.4
12. The intern communicates with parents about curricular goals and activities relating to career education as well as the career development progress of students.	NI	1.3
13. The intern organizes parental involvement in the career education program.	S	2.3
14. The intern organized an advisory committee to assist in designing and implementing career education activities.	NA	______
15. The intern communicates career education activities to the community through appropriate media.	NI	1.4
16. The intern assists the regular school staff in working toward common career education goals.	S	2.2
17. The intern has learned to apply effective methods in relating career education to subject matter being taught.	S	2.4
18. The intern readily shares problems relating to implementation of career education with superiors.	S	2.0
19. The intern readily shares ideas and accomplishments relating to career education with other teachers.	S	2.5

Competency	Rating	Points
20. The intern involves students in planning for instruction which relates to their own career development.	S	2.3
21. The intern makes maximum use of competencies and resources in developing systems whereby they improve the delivery of career education concepts to students.	S	2.4
22. The intern plans inservice to refocus educational priorities and activities in the area of career development.	NA	
23. The intern implements inservice for other staff members.	NA	
24. The intern understands the basics of process and product evaluation of career education.	NI	1.3
25. The intern is able to develop and classify career education curriculum materials which demonstrate the relationship between their area of education and careers for use by other educators.	S	2.2

Total Points: 40.9 = S

The intern needs help with the following area(s):

1. Increased knowledge of subject matter being taught. (Area of certification) 10 Yes 5 No ____ Don't Know
2. Increased information about the world of work. 12 Yes 3 No ____ Don't Know
3. Lesson planning and curriculum development. 10 Yes 3 No 2 Don't Know
4. Interviewing (questioning) 11 Yes 4 No ____ Don't know
5. Role-Playing 9 Yes 4 No 2 Don't Know

6. Simulation 8 Yes 7 No _____ Don't Know

7. Values Clarification 6 Yes 9 No _____ Don't Know

8. Problem Solving (Decision-Making) 10 Yes 4 No 1 Don't Know

9. More work related experience 12 Yes 3 No _____ Don't Know

10. Evaluation 5 Yes 5 No 5 Don't Know

Date 6/20/76 Supervising Teacher/OCE Staff D.R./M.C.

Date _____ Intern Compilation of all

*Items marked NA were not used in computing averages. In some situations interns did not have the opportunity to apply some of the competencies.

Intern Identification Number	Score
0001	46
0002	41
0003	48
0004	36
0005	31
0006	39
0007	38
0008	39
0009	35
0010	41
0011	42
0012	46
0013	40
0014	50
0015	42

Mean Score 40.93*

Note: Individual evaluations are on file in the Office of Career Education

*Preservice interns were evaluated only one time.

Office of Career Education
Pinellas County, Florida
CAB Number AL-07-732-DM
May 1976

TEACHER ACTIVITY SHEET

1. Cluster: All

2. Career Education Element: Decision Making

3. Accreditation Standard: Language Arts

4. Performance Objective:
The student will be able to describe himself in terms of his developing abilities, achievements, study habits, interests, temperament, personality, and value.

5. Activities:
Given a limited amount of time, the students will list 20 things they really like to do. The list will be kept privately by the student and only discussed if agreed to. The other columns can be used to fill in "Things I do not Like to do.", "Things I like to do with my friends, etc."

6. Materials Needed:
What do I Value? Worksheet for each student

WHAT DO I VALUE?

List in the first column of the chart below 10 things that you really like to do. Do it quickly, writing down the first things that come to your mind. This is your private list, and on it you should put things that you enjoy, that make you happy, that are fun, that make you feel good. Your teacher will explain how to fill in the other columns.

20 Things I Like to Do.	Alone	With People	Cost Over $5.00	Tell Public	Would List Two Years Ago	Father Would List	Mother Would List	Date of Last Time Done	No. of Times This Year	Rank 1-5 Best
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										

What did you find out about yourself? I learned that

I was surprised (or pleased) that

Office of Career Education
Pinellas County, Florida
CAB Number: AL-07-733-DM
May, 1976

TEACHER ACTIVITY SHEET

1. Cluster: All

2. Career Education Element: Decision Making

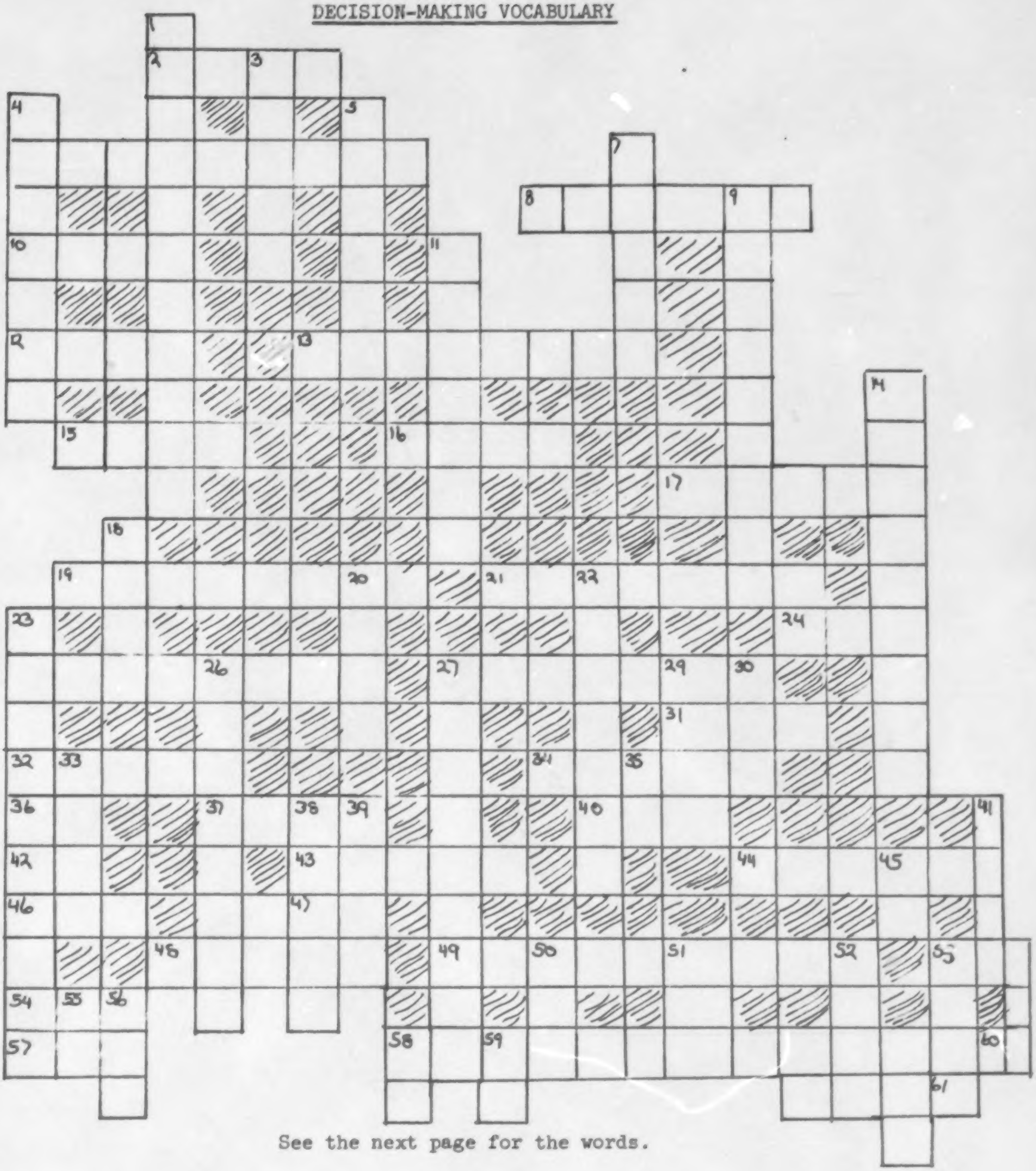
3. Accreditation Standard: Language Arts

4. Performance Objective:
   Students will be able to identify the elements and sequential method of the decision-making process to include the following steps:
   1) Concisely state the problem and/or preferred outcome
   2) Place a target time on making a decision
   3) State all possible alternative decisions
   4) Gather information about all possible alternatives
   5) Predict the outcomes of all possible alternatives
   6) Choose best alternative for time limit
   7) Affirm the decision by acting upon it.

5. Activity:
   Given the following crossword puzzle, the students will fill in as many correct answers, as possible. Given the correct answers to the crossword puzzle, the students will be able to define and spell each word correctly.

6. Materials:
   Decision-Making Vocabulary crossword puzzle
   Worksheets for each student

DECISION-MAKING VOCABULARY



See the next page for the words.

ACROSS

2. ear....
6. resulting in the opposite of failure
8. the state of being free
10. maize
12. come together
13. The result of making a choice
15. strong feeling of attraction-what life's all about
16. prejudice
17. something to which on has a just claim
19, 21. a result which is definite and emphatic
24. Holiday....
25, 27. a result which is counter-productive, destructive
31. to take in food
32. once more, for a second time
34. something which is smoked
36. a negative word
37. an animal known for his stubborness
40. another negative word
42. abbreviation for Peach Tree State
43. a midday meal
44. a continuous line every point of which is equidistant from a single point
46. sick, not well
47. over or not off
48. by oneself, not with another
49. acting without serious thought
53. a man or woman's name; Betty....
54. part of the mouth; we have two of them
57. a point on the compass
58. duty that for which one is held accountable
61. abbreviation for a section of the eastern part of the United States

---

DOWN

1. a choice
3. the foundation of something
4. a result
5. a time that is to come
7. to acquire knowledge
9. aim, a goal
11. power to do something
14. the whys and wherefores the fundamental reason
18. a melody, a musical poem
20. a scene, a way of looking at something
22. the sound a watch makes
23. something which cannot be easily assessed
26. capable of being touched or sensed
27. a clearly defined goal also the opposite of subjective
29. a food high in protein
30. hearing organ
33. an objective; also the end marker on a football field
35. proceed forward
38. by oneself; without others
39. a melody
41. physical attractiveness; also the book, Black.....
45. the act of hailing someone; also phoning
50. to explode; also father
51. distress signal
52. Ireland
55. opposite of out
56. to caress or stroke gently
58. second note on the scale
59. fifth note on the scale
60. seventh note on the scale

Office of Career Education
Pinellas County, Florida
CAB Number CO-07-854-EDW
May, 1976

TEACHER ACTIVITY SHEET

1. Cluster: Construction, Transportation, Manufacturing

2. Career Education Element: Educational Awareness

3. Accreditation Standard: Middle
Subj. - Science (Physical)

4. Performance Objective: Students will be able to relate specific abilities needed for jobs listed in construction, manufacturing, and transportation.

5. Activity:
Have students identify 30 jobs that involve some form of energy discussed in class. Then students should classify the 30 jobs by the major type of ability needed. Have the students classify the jobs requiring major physical abilities according to physical endurance, muscular coordination or manual dexterity. Have them determine those requiring major mental ability, according to numerical, verbal, spatial and clerical.

6. Materials:
(Physical) Science text, An Analysis of 15 Occupational Clusters Identified by the U.S. Office of Education - Resource

Mrs. Myrtle Hunt, Director Career Education, Pinellas County Schools, and Assistant Project Administrator.

Mrs. Ruth Dikman, Executive Secretary, Office of Career Education, and Assistant Project Fiscal Manager.

Mr. Donald Rosenberger, Project Supervisor, Intern Coordinator, and Specialist in Elemenary Education.

Mrs. Clare Lamy, Project Secretary

Mr. Bill Rennie, Supervisor Secondary Career Education and Project Assistant for Senior High Schools.

Mr. Gary Kilroy, Supervisor Guidance Services for Career Education, and Project Assistant for Guidance.

Dr. Marie Charles, Supervisor Curriculum and Evaluation for Career Education, and Project Assistant for Curriculum and Module Development.

5TH ANNUAL
5TH ANNUAL
5TH ANNUAL
5TH ANNUAL
5TH ANNUAL
CAREER EDUCATION
CONFERENCE

MAY 10-12, 1976
A NATIONAL INVITATIONAL CONFERENCE

Mr. Donald Rosenberger, Project Supervisor, and selected interns, explained the project and modules to conference participants durthe exhibits.

MISCELLANEOUS

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA
Office of Career Education 3230 Ninth Avenue South - St. Petersburg, Florida 33712

Phone (813) 895-3671

Gus Sakkis - Superintendent
John Blank - Executive Assistant Superintendent
Myrtle Hunt - Director Career Education

July 28, 1975

We are pleased to announce that we have received one of the 80 projects recently funded by the Career Education Office of USOE. Pinellas County has been awarded Florida Project #554AH50653 -- "A Demonstration Training Center for Career Education Personnel." The project will demonstrate inservice procedures developed and used in the Pinellas County Comprehensive Career Education Project (K-14).

The new funding will provide intensive staff development for 30 Career Education interns. (15 inservice and 15 preservice) Competencies needed by teachers in Career Education will be expanded, field-tested and revised. Modules based on the revised competencies will be prepared by our staff and used as part of a Master Plan for Staff Development in Career Education during the 1975-76 school year.

You are invited NOW to make plans to visit with us sometime during the year! As soon as we receive an official listing of the Career Education personnel directly involved with implementation in your County, we will send more information about our proposed activities -- with exact dates and locations for seminars, conferences, and visitation opportunities.

Best Wishes for a successful year with your Career Education efforts.

Sincerely,

(Mrs.) Myrtle E. Hunt, Director
Career Education Section
Division of Curriculum & Instruction
Pinellas County Schools

MEH/rd

EC ECKERD COLLEGE
FOUNDED IN 1958 AS FLORIDA PRESBYTERIAN COLLEGE
ST. PETERSBURG, FLORIDA 33733 (813) 867-1166

May 21, 1976

Mrs. Myrtle E. Hunt
Director Career Education
3230 - Ninth Avenue South
St. Petersburg, FL 33712

Dear Myrtle:

Please find enclosed, the post-tests and questionnaires which the students completed for your course.

The following students received 50 hour certificates in Career Education:

- Barbara Kline
- Mary Sutherland
- Shelley Ward
- Katherine Yates
- Rebecca MacKinnon
- Steven Barefield
- Jeanna Smith
- Sally Crater
- Reginald Williams
- Ann Hauch
- Susan Hart
- Richard Cardozo
- Lynn Phillips
- Karen Beasley
- Leigh Hunter

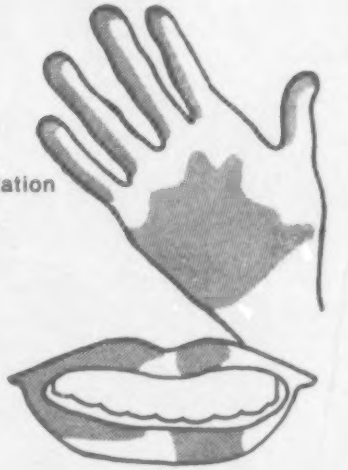
Thank you for introducing my students to Career Education. They enjoyed the ideas and concepts which you and your staff presented and I feel sure that they will be better teachers because of this experience.

Very truly yours,

Molly

Dr. M. K. Ransbury

WHAT YOU WILL DO:



First Day

9:00 Registration
Coffee and Welcome
Introductions and Orientation
The Pinellas Experience
The Proposal
The Training Program
The Modules
3:00 Adjourn

Second Day

9:00 Coffee
The Training Process
Independent Study
Demonstration
In Depth Look at Module of Choice
Visitation/Observation Assignment
3:00 Adjourn

Third Day

8:30 — 11:30 School Visit
1:00 — 2:00 Evaluation
2:00 Adjourn

CAREER EDUCATION DIRECTOR
MYRTLE E. HUNT
813-895-3671

Training Module Demonstrations of

- Educational Awareness
- Career Awareness
- Decision Making
- Self Awareness
- Appreciations and Attitudes
- Employability Skills
- Economic Awareness
- Skill Awareness/Beginning Competence

and

Optional Training Modules

- Talents Unlimited
- Hands On
- Project GROW
- AV Production
- Yellow Brick Road
- Mainstreaming

CAREER EDUCATION PERSONNEL TRAINING CENTER

PINELLAS COUNTY SCHOOLS STATE OF FLORIDA

CAREER EDUCATION
PERSONNEL TRAINING CENTER
3230 9th Avenue South
St. Petersburg, Florida 33712

REPLY CARD

Please plan for ____ person(s) to attend the conference date that is checked.

January 12-14, 1976 ( )
February 9-11, 1976 ( )
March 8-10, 1976 ( )
April 5-7, 1976 ( )
May 3-5, 1976 ( )

( ) Please check if you wish information about Hotel/Motel accommodations to be forwarded to you.

Name ____ Title ____
Address ____
City ____ State ____ Zip ____

Please return this reply card at least two weeks prior to the selected conference date.

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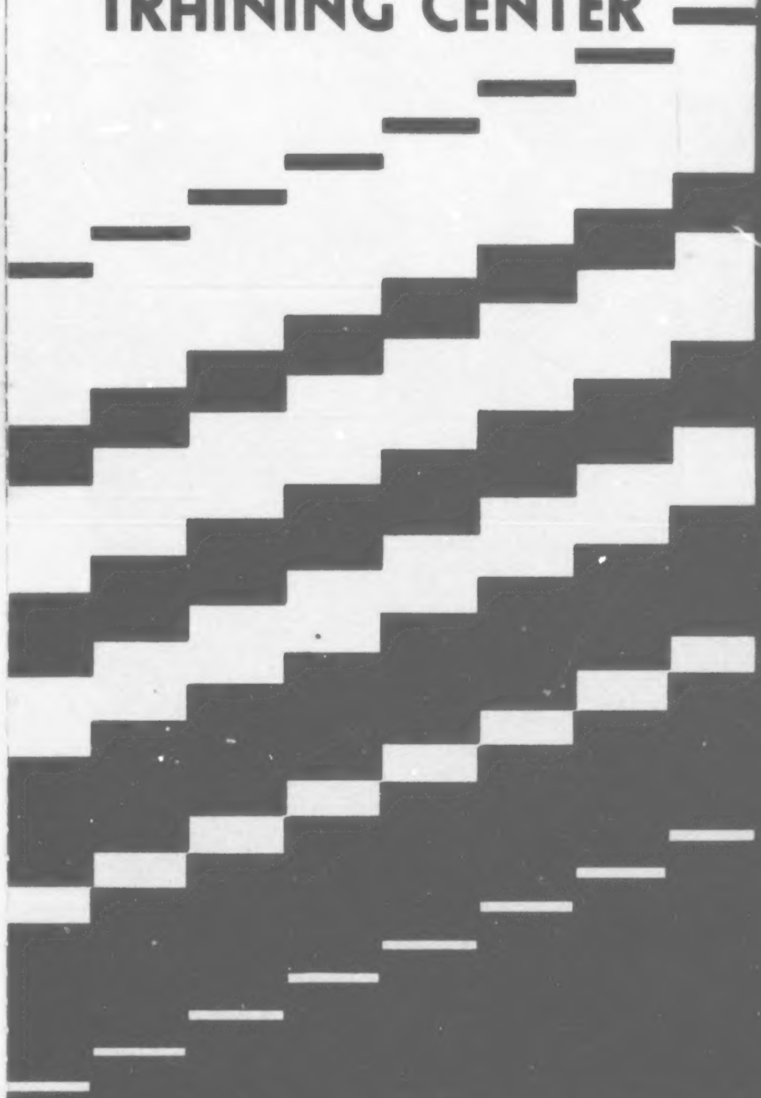
CAREER EDUCATION PERSONNEL TRAINING CENTER



PINELLAS COUNTY SCHOOLS, FLORIDA

SUPERINTENDENT GUS SAKKIS
CAREER EDUCATION DIRECTOR MYRTLE E. HUNT

PINELLAS COUNTY

CAREER EDUCATION

PERSONNEL TRAINING CENTER

Gus Sakkis
Superintendent

John Blank
Executive Assistant Superintendent

Myrtle Hunt
Director Career Education

PROJECT STAFF

Marie S. Charles, Supervisor Curriculum
Donald Rosenberger, Supervisor Elementary
Bill Rennie, Supervisor Secondary
Gary E. Kilroy, Supervisor Guidance
Richard Di Noia, Supervisor of Placement & Follow-Up
Chris Christiano, Vocational Teacher-Consultant
Ruth H. Dikman, Secretary
Claire M. Lamy, Secretary
Leesa J. Egelston, Clerk
Kim Boyer, Clerk
Dora Newton, Clerk
Marsha L. Thistle, Secretary
Pamela Kestner, Clerk

TRAINING CENTER PERSONNEL

Stacie A. Mosteferis
Judith F. Bataille
Kathryn E. Penley
Emily S. O'Brien
Jack L. Barker
Susan Byars

Joy Comstock
Linda G. Jones
Janice Parker
Liz Smith
Connie Yuhasz

CAREER EDUCATION

A fundamental purpose of education is to prepare students of all ages to live productive and rewarding lives.

The main thrust of Career Education is to prepare all students for a successful life of work by increasing their options for occupational choice by eliminating barriers - real and imagined - to attaining job skills, and by enhancing learning achievement in all subject areas and at all levels of education.

Career Education is an approach to education rather than a subject or course. It encompasses the objectives of all academic subject areas. It is for all students, college bound or not. "Career" does not mean the same thing as "job." Career is a broader term. The dictionary tells us that a "career" is a long-term or life-long pursuit, that it signifies doing something which is productive in nature, that it implies special preparation or training, and that it reflects something of the person's self-concept. You could also add that a career may include paid and unpaid work in which case they would refer to the paid careers as occupations.

The most common conceptual framework for career education is structured around eight central components or "elements."

1. Attitudes and Appreciations
2. Career Awareness
3. Beginning Competency
4. Decision Making
5. Employability Skills
6. Self Awareness
7. Educational Awareness
8. Economic Awareness

Career Development is a process that takes place as each individual moves from kindergarten through adulthood. It is basically an eight dimensional process, each dimension being referred to as an element. Each element has a corresponding outcome which refers to the end product of the developmental process. Thus the end product of Career Education can be envisioned as an integration of the eight outcomes into work habits, value system and life philosophy of all persons.

THE CAREER EDUCATION PERSONNEL TRAINING CENTER

WHAT IS IT?

The Career Education Personnel Training Center was funded by the United States Office of Education for the 1975-76 school year and is administered out of the Florida Department of Education, Tallahassee, Florida.

The Training Center is operated by the Office of Career Education in Pinellas County Schools.

The overall purpose of this project was to provide:

1. inservice in career education for 15 fully certificated, but unemployed teachers.
2. training in career education concepts and theories for 15 preservice interns.
3. to further develop and revise competencies needed by teachers and other school personnel involved in career education.
4. to develop training modules which would assist teachers and other school personnel to develop these competencies.
5. to offer inservice in the use of the modules to all 67 school districts in Florida and to all F.D.O.E. Career Education consultants.
6. to provide one complete set of the modules, including audio-visuals, to each of the 5 regional offices in Florida.
7. to sponsor 4 conference where participants from Florida and outside the state could come to visit the Center, receive an introduction to the training process and visit in demonstration schools.
8. to sponsor a national invitational conference which would feature an exhibit of the materials and provide a conference session which would give an indepth overview.

The Training Center was conceived for the purpose of sharing with others some of the ideas, concepts,and techniques of preparing teachers and other personnel to implement career education.

Teachers and other personnel are expected to understand and implement career education. This implies they must learn something. Each of these people must acquire a certain degree of competence in career education if they are to be expected to pursue career education goals. This project is identifying the competencies a person needs to accomplish their role in implementing career education.

The Training Center is assembling a repertoire of techniques that have been effective in accomplishing career education goals. The techniques are presented and demonstrated to appropriate personnel.

Answers to the following questions were sought:

1. What are the particular competencies, understandings, and attitudes needed for career education?

2. How are the competencies, understandings, and attitudes developed?

3. How are the functional levels of the various persons involved in the implementation to be assessed?

INTERN TEACHERS OF THE CAREER EDUCATION PERSONNEL TRAINING CENTER AND THEIR ROLE

One of the purposes of the project was to hire unemployed teachers and send them through a pre-conceived training program. This would be an intensive period of training, over several months. When completed, the interns would have the competencies to train other teachers and implement Career Education in the school system. Interns maintain logs that will be analyzed and summarized for the final report. However, after the initial training began it became evident that both the program and the intern teachers would greatly benefit from a change of format.

The caliber of the interns was such that it was decided to use their talents in developing the training program. What has transpired is a development of strategies to implement Career Education. This is an activity based approach employing techniques that regular classroom teachers could easily use with each technique selected, an example was developed for use as an illustration. With the completion of the introductory component, the element component, and strategies component each of the interns would be able to move into the school system and conduct a training program for a school staff.

A proposal has been submitted for continuation of funding to implement a plan for use of materials developed and possible employment of personnel trained in this project.

Office of Career Education

SCHOOL BOARD OF PINELLAS COUNTY **CLEARWATER FLORIDA**

"MEETING THE CHALLENGE"

CAREER EDUCATION
AWARENESS
EXPLORATION
OPPORTUNITY
ACADEMIC
TECHNICAL
& VOCATIONAL

CERTIFIES THAT

____

HAS COMPLETED____________ HOURS IN

AND IS HEREBY AWARDED THIS

Certificate

"END OF DOCUMENT"

GIVEN THIS __________ DAY OF ____________ 197____

____________________ ____________________

DIRECTOR **SUPERVISOR**

[redacted]